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SUPPORTIVE CLASSROOM CLIMATE AND PUBLIC SPEAKING SELF-EFFICACY AMONG UNDERGRADUATE STUDENTS: A CORRELATIONAL STUDY

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ABSTRAK

Berbicara di depan umum merupakan keterampilan akademis yang esensial dalam pendidikan tinggi, tetapi banyak mahasiswa masih kurang percaya diri saat berbicara di hadapan audiens. Meskipun iklim kelas telah banyak dikaji dalam kaitannya dengan motivasi dan hasil belajar, penelitian yang secara khusus menguji hubungan antara iklim kelas yang mendukung dan efikasi diri berbicara di depan umum pada konteks mahasiswa Indonesia masih terbatas. Penelitian ini mengkaji hubungan antara iklim kelas yang mendukung dan efikasi diri berbicara di depan umum di kalangan mahasiswa sarjana. Desain penelitian korelasional digunakan dengan melibatkan 109 mahasiswa sarjana dari sebuah universitas swasta di Indonesia, yang dipilih menggunakan metode convenience sampling. Para peserta mengisi Supportive Classroom Climate Scale dan Public Speaking Self-Efficacy Scale. Data dianalisis menggunakan korelasi Pearson dan regresi berganda. Hasil penelitian menunjukkan bahwa iklim kelas yang mendukung berhubungan positif dengan efikasi diri berbicara di depan umum. Di antara dimensi iklim kelas, dukungan dosen muncul sebagai prediktor utama, sedangkan dukungan teman sebaya dan iklim partisipasi menunjukkan kontribusi yang lebih terbatas. Temuan ini menunjukkan bahwa lingkungan pembelajaran yang suportif, khususnya melalui dorongan dan umpan balik dari dosen, berperan penting dalam memperkuat kepercayaan diri mahasiswa dalam konteks berbicara akademis. Oleh karena itu, penciptaan iklim kelas yang mendukung dapat membantu meningkatkan keterlibatan dan efikasi diri mahasiswa dalam kegiatan berbicara di depan umum**.**

Kata Kunci: *Iklim Kelas, Dukungan Dosen, Berbicara Di Depan Umum, Efektivitas Diri, Pendidikan Tinggi*

ABSTRACT

Public speaking is an essential academic skill in higher education, yet many students experience low confidence when speaking in front of an audience. Although classroom climate has been widely examined in relation to motivation and learning outcomes, limited research has specifically investigated supportive classroom climate in relation to public speaking self-efficacy among undergraduate students in the Indonesian higher education context. This study examined the relationship between supportive classroom climate and public speaking self-efficacy among undergraduate students. A correlational research design was employed involving 109 undergraduate students from a private university in Indonesia, selected using a convenience sampling method. Participants completed the Supportive Classroom Climate Scale and the Public Speaking Self-Efficacy Scale. Data were analyzed using Pearson's correlation and multiple regression analysis. The findings showed that supportive classroom climate was positively associated with public speaking self-efficacy. Among the classroom climate dimensions, lecturer support emerged as the main predictor, whereas peer support and

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participation climate showed more limited contributions. These findings suggest that supportive instructional environments, particularly encouragement and feedback from lecturers, play an important role in strengthening students' confidence in academic speaking contexts. Creating supportive classroom environments may therefore help promote students' engagement and self-efficacy in public speaking activities.

Keywords: *Classroom Climate, Lecturer Support, Public Speaking, Self-Efficacy, Higher Education*

INTRODUCTION

Public speaking is widely recognized as a fundamental academic skill in higher education. Undergraduate students are frequently required to present ideas, engage in classroom discussions, and defend arguments before peers and instructors (Abdullah et al., 2024). In many courses, oral presentations are also used as part of academic assessment; therefore, public speaking competence can support students' academic success. Students with stronger public speaking skills tend to deliver more effective academic presentations, which may contribute positively to their academic achievement (Rahmadhania et al., 2025).

Despite its importance, many university students still experience difficulties when performing public speaking tasks. Previous studies have reported that students often experience moderate to high levels of anxiety during classroom presentations, which may appear through trembling, nervousness, fear of making mistakes, and avoidance of speaking situations (Fathikasari et al., 2022). Grieve et al. (2021) also found that students' fear of oral presentations is commonly associated with self-doubt, fear of embarrassment, and perceived inadequacy in communication skills. These findings indicate that public speaking challenges are not only related to technical speaking ability but also to students' beliefs about their own capability.

Public speaking self-efficacy refers to individuals' confidence in their ability to perform speaking tasks successfully in front of an audience (Tsang, 2020). This construct is grounded in Social Cognitive Theory, which defines self-efficacy as individuals' belief in their capability to organize and execute actions required to manage prospective situations (Bandura, 1997). Importantly, self-efficacy is domain-specific; thus, students who feel confident in general academic tasks may not necessarily feel confident when speaking publicly. Prior studies have shown that self-efficacy contributes to academic engagement and achievement (Honicke & Broadbent, 2016), while higher public speaking self-efficacy is associated with lower speaking anxiety and more adaptive performance in oral communication contexts (Tsang, 2020; Lestari et al., 2022).

Self-efficacy does not develop solely from individual characteristics but is also shaped by social and instructional environments. Social Cognitive Theory explains that efficacy beliefs are influenced by mastery experiences, feedback, modeling, and evaluative cues from the surrounding environment (Bandura, 1997). Similarly, Self-Determination Theory suggests that supportive learning environments help fulfill students' needs for autonomy, competence, and relatedness, which may strengthen motivation and positive beliefs about their abilities (Deci & Ryan, 2000). In educational settings, these environmental influences are commonly reflected in classroom climate, including lecturer support, peer relationships, and opportunities for active participation. Supportive classroom climate has been linked to stronger student self-efficacy, motivation, and learning engagement in higher education contexts (Wang et al., 2020; Khuhro, 2024).

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In essence, Social Cognitive Theory and Self-Determination Theory provide complementary explanations for the meaningful association between classroom climate and public speaking self-efficacy. It is suggested that a supportive classroom environment may offer verbal encouragement, modeling opportunities, constructive feedback, and participatory experiences that may serve to strengthen students' sense of competence and relatedness. The following hypothesis was formulated: these processes may serve to reduce psychological barriers and cultivate stronger efficacy beliefs, thereby enhancing students' confidence in performing academic speaking tasks.

Previous studies mostly examined general academic self-efficacy, while limited studies examined public speaking self-efficacy through lecturer support, peer support, and participation climate in Indonesian higher education. Existing research has shown that academic self-efficacy contributes to learning engagement and achievement (Honicke & Broadbent, 2016), and that classroom climate supports students' motivation and learning experiences (Wang et al., 2020; Khuhro, 2024). In communication-related studies, public speaking self-efficacy has often been examined in relation to anxiety, communication competence, and individual differences (Tsang, 2020; Rubin et al., 2021; Lestari et al., 2022). However, fewer studies have specifically investigated how a supportive classroom climate contributes to public speaking self-efficacy, particularly by separating classroom climate into lecturer support, peer support, and participation climate within the Indonesian undergraduate context. This focus represents the novelty of the present study.

Therefore, this study aims to examine the relationship between supportive classroom climate and public speaking self-efficacy among undergraduate students in Indonesia. Specifically, this study investigates whether three dimensions of supportive classroom climate lecturer support, peer support, and participation climate predict students' public speaking self-efficacy. Based on Social Cognitive Theory and Self-Determination Theory, this study proposes the following hypotheses: supportive classroom climate is positively associated with public speaking self-efficacy; lecturer support positively predicts public speaking self-efficacy; peer support positively predicts public speaking self-efficacy; and participation climate positively predicts public speaking self-efficacy.

RESEARCH METHODS

This study employed a quantitative correlational research design to examine the relationship between supportive classroom climate and public speaking self-efficacy among undergraduate students. This design was selected because the main purpose of the study was to identify the strength and direction of the association between the two variables. In addition, the study aimed to determine whether specific dimensions of supportive classroom climate could predict students' public speaking self-efficacy. Therefore, a correlational approach was considered appropriate for explaining the statistical relationship among lecturer support, peer support, participation climate, and students' confidence in public speaking activities.

The participants in this study comprised 109 undergraduate students from a private university in Pekalongan, Indonesia. The students were enrolled in various academic majors and were in the second to sixth semester. Participants were recruited using a convenience sampling technique because they were accessible to the researcher and had relevant classroom experiences involving presentations, discussions, or other public speaking activities. Convenience sampling was chosen for practical reasons, particularly because the target participants were available within the researcher's academic setting and could provide

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information related to classroom climate and public speaking experiences. However, because this technique is a non-probability sampling method, the findings should be generalized with caution. The results may be relevant to students in similar institutional and instructional contexts, but they may not fully represent all undergraduate students in Indonesia.

The extent to which students perceived their classroom environment as supportive was assessed using a 12-item Supportive Classroom Climate Scale developed by the researcher. The development of this scale was conducted through several stages, including theoretical review, indicator formulation, expert validation, and preliminary try-out. First, relevant theories and previous instruments on classroom climate were reviewed, particularly the College and University Classroom Environment Inventory developed by Fraser, Treagust, and Dennis (1986). Second, indicators were formulated based on the conceptual framework of classroom psychosocial environment described by Fraser and Treagust (1986). Third, the initial items were reviewed by experts to examine content validity, item clarity, and relevance to the higher education context. Fourth, a preliminary try-out was conducted to evaluate the readability, suitability, and contextual appropriateness of the items before the instrument was used in the main data collection.

Following the conceptual framework described by Fraser and Treagust (1986), supportive classroom climate was conceptualized as a multidimensional construct comprising three dimensions: lecturer support, peer support, and participation climate. Each dimension was represented by four items, resulting in a total of twelve items. All items were positively worded to ensure that higher scores consistently reflected stronger perceptions of a supportive classroom environment. The items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Higher total scores indicated that students perceived their classroom climate as more supportive.

Public speaking self-efficacy was measured using an adapted version of the Public Speaking Self-Efficacy Scale developed by Nayak et al. (2025). The scale consisted of twelve items grouped into four domains: overall ability, content, structure, and mechanics. The adaptation process involved forward translation from English into Bahasa Indonesia, followed by a language review to ensure semantic equivalence, clarity, and contextual relevance. Minor wording adjustments were made so that the items were appropriate for undergraduate classroom presentation contexts in Indonesia. The adapted version was then examined through a preliminary try-out to identify unclear wording and to ensure that students understood the items as intended. The measurement used a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree, with higher scores indicating greater public speaking self-efficacy.

Data were collected by administering the Supportive Classroom Climate Scale and the Public Speaking Self-Efficacy Scale to undergraduate students who agreed to participate in the study. Before completing the questionnaire, participants received information about the purpose of the study and the voluntary nature of their involvement. They were also informed that their responses would be kept confidential and used only for research purposes. Participants completed the questionnaire individually based on their classroom learning experiences and their perceived confidence in public speaking activities. This procedure was intended to ensure that the data reflected students' actual perceptions of classroom climate and public speaking self-efficacy.

The collected data were analyzed using SPSS version 22. Descriptive statistics were used to summarize participants' demographic information and the distribution of the research variables. The Shapiro–Wilk test was used to examine whether the data met the assumption of

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normality. Pearson's correlation analysis was conducted to determine the relationship between supportive classroom climate and public speaking self-efficacy. Multiple regression analysis was then performed to examine whether lecturer support, peer support, and participation climate predicted students' public speaking self-efficacy. Before conducting regression analysis, multicollinearity was examined using tolerance and variance inflation factor values.

This study followed ethical principles in educational research. Participation was voluntary, and students were informed that they could decline or withdraw from the study without any academic consequences. Informed consent was obtained before data collection, and participants' identities were kept anonymous throughout the research process. The collected data were treated confidentially and reported only in aggregate form. These procedures were applied to protect participants' privacy and to ensure that the research was conducted responsibly.

RESULT AND DISCUSSION

Result

Table 1. Demographic Characteristics of Participants

Variable	Category	n	%
Gender	Male	14	12.8
	Female	95	87.2
Age	Mean (SD)	20.33 (1.12)	

Based on Table 1, the participants' ages ranged from 18 to 25 years (M = 20.33, SD = 1.12). The majority of the sample (87.2%) was comprised of female students. All participants had prior experience in delivering presentations as part of their academic coursework. This demographic profile indicates that the sample was composed of undergraduate students who were familiar with academic speaking tasks, making them relevant participants for examining public speaking self-efficacy. However, the high proportion of female participants should be considered when interpreting the generalizability of the findings.

Table 2. Normality Test Results (Shapiro–Wilk)

Variable	W	p
Supportive Classroom Climate	.979	.084
Public Speaking Self-Efficacy	.989	.532

Based on Table 1, the Shapiro–Wilk test was conducted to examine whether the main variables met the assumption of normality. As shown in Table 2, supportive classroom climate was normally distributed, $W = .979$, $p = .084$. Public speaking self-efficacy was also normally distributed, $W = .989$, $p = .532$. Because both p values were greater than .05, the data met the normality assumption, supporting the use of Pearson's correlation and multiple regression analysis.

Table. 3 Multicollinearity Diagnostics for Predictor Variables

Predictor	VIF	Tolerance
Lecturer Support	1.94	0.51
Peer Support	2.02	0.50
Participation Climate	2.67	0.37

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Based on Table 1, prior to conducting multiple regression analysis, multicollinearity among the predictor variables was examined using tolerance and variance inflation factor values. The VIF values for lecturer support and peer support were below the commonly accepted threshold of 10, while their tolerance values were above .10. These results indicate that multicollinearity was not a serious concern among the predictor variables. The VIF and tolerance values for participation climate should also be reported to ensure that all regression predictors are fully documented.

Table 4. Descriptive Statistics and Correlations Among Variables

Variable	M	SD	1	2
Supportive Classroom Climate	3.62	0.59	—	
Public Speaking Self-Efficacy	3.31	0.56	.55***	—

Note. ***p < .001. 95% CI for the correlation = [.40, .67].

Based on Table 1, descriptive statistics were calculated to examine the overall distribution of the study variables. As presented in Table 4, the mean score for supportive classroom climate was 3.62 (SD = 0.59), indicating that students generally perceived their classroom environment as moderately supportive. Meanwhile, the mean score for public speaking self-efficacy was 3.31 (SD = 0.56), suggesting a moderate level of confidence in performing public speaking tasks among the participants. These descriptive findings show that although students tended to perceive their classroom climate positively, their confidence in public speaking was not yet at a high level.

Pearson's product–moment correlation analysis was conducted to examine the relationship between supportive classroom climate and public speaking self-efficacy. The result showed a significant positive correlation between supportive classroom climate and public speaking self-efficacy, $r = .55$, $p < .001$, 95% CI [.40, .67]. This finding indicates that students who perceived their classroom climate as more supportive tended to report higher confidence in public speaking activities. The confidence interval also suggests that the positive association was stable and ranged from moderate to strong. Therefore, the result supports the hypothesis that supportive classroom climate is positively associated with public speaking self-efficacy.

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Table 5. Multiple Regression Results for Public Speaking Self-Efficacy

Predictor	β	t	p
Lecturer support	.238	2.10	.038
Peer support	.157	1.35	.178
Participation climate	.231	1.73	.086

Note. $R^2 = .30$, $F(3,105) = 15.20$, $p < .001$ Confidence intervals for regression coefficients should be added if the SPSS output provides unstandardized coefficients, standard errors, and lower–upper bound values.

Based on Table 1, multiple regression analysis was conducted to examine the relative contribution of lecturer support, peer support, and participation climate in predicting public speaking self-efficacy. The overall regression model was statistically significant, $F(3, 105) = 15.20$, $p < .001$. The model explained 30% of the variance in public speaking self-efficacy, indicating a meaningful contribution of classroom climate dimensions to students' confidence in public speaking. This result suggests that supportive classroom climate is an important

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contextual factor, although other psychological and instructional factors may also contribute to students' public speaking self-efficacy.

Among the three predictors, lecturer support emerged as a significant predictor of public speaking self-efficacy, $\beta = .238$, $p = .038$. This finding indicates that students who perceived higher levels of encouragement, guidance, and constructive feedback from lecturers tended to report stronger confidence in public speaking. The result supports the hypothesis that lecturer support positively predicts public speaking self-efficacy. It also suggests that lecturers play a central role in shaping students' confidence, especially in academic speaking tasks that involve evaluation, feedback, and performance.

Peer support showed a positive but non-significant relationship with public speaking self-efficacy, $\beta = .157$, $p = .178$. This result indicates that although supportive peer interactions may be beneficial, they did not make a statistically significant unique contribution when lecturer support and participation climate were considered simultaneously. Thus, the hypothesis that peer support positively predicts public speaking self-efficacy was not statistically supported. This finding suggests that peer encouragement alone may not be sufficient to strengthen students' confidence unless it is accompanied by structured feedback, guided practice, or a psychologically safe classroom environment.

Participation climate also showed a positive but non-significant association with public speaking self-efficacy. This finding suggests that opportunities to participate in classroom activities may not automatically increase students' confidence in public speaking. The hypothesis that participation climate positively predicts public speaking self-efficacy was therefore not statistically supported. Participation may contribute more effectively to self-efficacy when students experience successful speaking performance, receive constructive feedback, and perceive classroom participation as safe rather than evaluative or threatening.

Overall, the findings indicate that supportive classroom climate is positively related to public speaking self-efficacy, but not all dimensions of classroom climate contribute equally. Lecturer support appears to be the most important predictor in the present study. Peer support and participation climate showed positive but non-significant relationships, suggesting that their effects may depend on additional classroom conditions. These results highlight the importance of lecturer-led support, structured feedback, and guided speaking opportunities in strengthening undergraduate students' public speaking self-efficacy.

Discussion

The present study produced three main findings. First, supportive classroom climate was positively associated with public speaking self-efficacy. Second, lecturer support emerged as the dominant predictor of public speaking self-efficacy. Third, peer support and participation climate showed positive but non-significant associations with public speaking self-efficacy. These findings indicate that classroom climate is relevant to students' confidence in public speaking, but not all dimensions of classroom climate contribute equally.

The first main finding showed a significant positive relationship between supportive classroom climate and public speaking self-efficacy, $r = .55$, $p < .001$. This means that students who perceived their classroom environment as more supportive tended to report stronger confidence in performing public speaking tasks. This finding supports Social Cognitive Theory, which explains that self-efficacy develops through personal experiences, social persuasion, feedback, and environmental support (Bandura, 1997). It is also consistent with previous studies showing that supportive learning environments can promote students' motivation, engagement,

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academic confidence, and self-efficacy (Derakhshan et al., 2022; Khuhro, 2024; Li et al., 2020; Putri et al., 2024; Wang et al., 2020). In the context of this study, a supportive classroom climate may help students feel safer when expressing ideas, making mistakes, and receiving feedback during classroom presentations. Therefore, classroom support appears to function not only as an academic resource but also as a psychological condition that strengthens students' confidence in public speaking.

The second main finding indicated that lecturer support was the only significant predictor of public speaking self-efficacy, $\beta = .238$, $p = .038$. This finding means that students' perceptions of encouragement, guidance, and feedback from lecturers were more influential than peer support or participation climate in predicting their public speaking self-efficacy. This result is consistent with Bandura's (1997) view that verbal persuasion and evaluative feedback from credible sources can shape individuals' efficacy beliefs. It is also in line with Van Dinther et al. (2011), who emphasized that instructional support can strengthen students' self-efficacy in higher education. This finding also supports studies emphasizing that teacher or lecturer support plays an important role in shaping students' classroom engagement, emotional security, and academic self-beliefs (Derakhshan et al., 2022; Siregar, 2025; Zee & Koomen, 2021). In the present context, lecturers may be perceived as the most authoritative and credible figures in classroom presentation activities because they design tasks, evaluate performance, and provide formal feedback. As a result, students may rely more strongly on lecturers' responses than on peer reactions when judging their own public speaking ability. This explains why lecturer support became the dominant predictor in the regression model.

The stronger role of lecturer support may also be related to the evaluative nature of public speaking in university classrooms. For many undergraduate students, classroom presentations are not merely communication activities but also assessed academic performances. Because lecturers determine expectations, assessment criteria, and feedback, their support may reduce uncertainty and help students understand how to improve their presentation content, structure, and delivery. Lecturer encouragement may also reduce students' fear of failure and increase their willingness to speak in front of others. Thus, lecturer support is particularly important because it combines emotional encouragement, academic guidance, and performance-related feedback in one instructional source.

The third main finding showed that peer support had a positive but non-significant relationship with public speaking self-efficacy. This means that supportive peer relationships may contribute to a more comfortable classroom atmosphere, but they did not independently predict students' confidence in public speaking when other classroom climate dimensions were considered. This finding may appear different from studies emphasizing the value of peer interaction in learning, but it can be understood through the specific nature of public speaking tasks. In oral presentations, peers may function not only as sources of support but also as an audience that students fear will judge them. This explanation is consistent with Grieve et al. (2021), who showed that fear of oral presentations is often related to self-doubt, embarrassment, and perceived inadequacy in front of others. It is also supported by studies showing that speaking anxiety and classroom anxiety can weaken students' willingness to communicate and reduce confidence in oral performance (Tsang, 2020; Umisara et al., 2021). In this study context, peer support may not have been strong enough to increase self-efficacy unless it was accompanied by structured peer feedback, positive classroom norms, and repeated successful speaking experiences.

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Participation climate also showed a positive but non-significant association with public speaking self-efficacy. This means that opportunities to participate in classroom activities did not automatically translate into stronger confidence in public speaking. Social Cognitive Theory explains that mastery experiences are the strongest source of self-efficacy development (Bandura, 1997). Therefore, participation is more likely to strengthen self-efficacy when students experience meaningful performance, receive constructive feedback, and feel successful after completing speaking tasks (Schunk & DiBenedetto, 2020). Similarly, Usher and Schunk (2018) emphasized that self-regulation and efficacy beliefs develop through guided experiences rather than mere exposure to tasks. This interpretation is also consistent with studies suggesting that classroom participation becomes more beneficial when it is supported by positive interaction, psychological safety, and structured learning support (Li et al., 2020; Wang et al., 2020). In the context of this study, students may have had opportunities to participate, but these opportunities may not always have involved structured speaking practice, clear feedback, or experiences of successful accomplishment. This may explain why participation climate did not significantly predict public speaking self-efficacy.

The non-significant effects of peer support and participation climate suggest that public speaking self-efficacy may require more than general classroom support or opportunities to speak. Students may need structured practice, explicit presentation guidance, constructive feedback, and repeated successful speaking experiences to develop stronger efficacy beliefs. Other psychological and individual factors may also influence students' confidence in public speaking. For example, public speaking anxiety has been shown to be negatively related to students' confidence in speaking tasks (Tsang, 2020). Perceived communication competence may also shape individuals' beliefs about their ability to organize and convey messages effectively (Rubin et al., 1993; Tsang, 2020). In addition, personality traits such as extraversion may influence public speaking confidence because more socially oriented individuals tend to perceive themselves as more competent and may feel less anxious in speaking contexts (Liu, 2024).

This study contributes to the literature in several ways. First, it extends previous research on self-efficacy by focusing specifically on public speaking self-efficacy rather than general academic self-efficacy. Second, it examines supportive classroom climate as a multidimensional construct consisting of lecturer support, peer support, and participation climate. Third, it provides evidence from the Indonesian higher education context, where public speaking is commonly required in classroom presentations but may still be challenging for many students. By integrating classroom climate and public speaking self-efficacy, this study complements previous findings on supportive learning environments, student engagement, and self-beliefs in educational settings (Derakhshan et al., 2022; Putri et al., 2024; Wang et al., 2020). The findings highlight that lecturer support is a particularly important classroom factor in strengthening undergraduate students' confidence in public speaking. Practically, this suggests that lecturers should provide clear presentation expectations, supportive feedback, emotional encouragement, and repeated opportunities for guided speaking practice.

Several limitations should be considered when interpreting the findings. First, this study used a cross-sectional design, so the results show associations among variables but cannot establish causal relationships. Second, the data were collected through self-report questionnaires, which may be influenced by students' subjective perceptions or response bias. Third, the sample was dominated by female students, which may limit the extent to which the findings represent male and female students equally. Fourth, the participants were recruited

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from one private university using convenience sampling; therefore, the findings should not be generalized broadly to all undergraduate students in Indonesia. These limitations indicate that the results should be interpreted as context-specific evidence, and future studies should involve more diverse samples, multiple institutions, longitudinal designs, and additional psychological variables such as anxiety, prior speaking experience, and communication competence.

CONCLUSION

This study examined the relationship between supportive classroom climate and public speaking self-efficacy among undergraduate students in Indonesia. The findings indicate that supportive classroom climate is positively associated with students' public speaking self-efficacy, suggesting that students who perceive their classroom environment as more supportive tend to feel more confident in speaking before others. Among the three dimensions of classroom climate, lecturer support emerged as the most important predictor, while peer support and participation climate showed positive but non-significant contributions. These findings support the main hypothesis that supportive classroom climate is related to public speaking self-efficacy, but they also show that lecturer support plays a more central role than other classroom climate dimensions.

Practically, the findings suggest that lecturers should create supportive classroom environments by providing clear presentation guidelines, constructive feedback, emotional encouragement, and repeated opportunities for guided speaking practice. Classroom managers and higher education institutions may also support students' public speaking development by promoting psychologically safe learning spaces where students can participate without fear of negative judgment. However, the findings should be interpreted with caution because this study used a cross-sectional design, self-report questionnaires, convenience sampling, a sample dominated by female students, and participants from only one institution. Future research should involve more diverse samples, multiple universities, longitudinal or experimental designs, and additional variables such as public speaking anxiety, prior speaking experience, communication competence, and personality traits to provide a more comprehensive understanding of public speaking self-efficacy**.**

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