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ASSESSING SELF EVALUATION LEVEL OF PRESENTATION SKILLS AMONG EFL MASTER STUDENTS AT SAIDA UNIVERSITY

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ABSTRACT

To raise their presentations skills, the students need to be aware about how to prepare and perform an effective presentation. This study aimed at identifying the English language students' self-evaluation level of presentation skills at Saida University, Algeria. Through careful analysis of quantitative data from a 19-item questionnaire administered to 79 first-year master's students in English as a foreign language (EFL) over two separate academic years (2018/2019 & 2019/2020), enlightening conclusions emerged. The results reveal that the students' self-evaluation level is above average. The study also reveals that there is a significant difference between the male and female students in their awareness level of self-evaluation presentation skills. The results also indicate that there are no differences in the students' self-evaluation level between the two classes scored in the two different academic years study. This research, anchored in the undergraduate cycle, is committed to ensuring the accuracy of self-assessments, probing gendered disparities and ensuring the consistency of assessments across various academic disciplines. It highlights the urgent need to support students in recognizing and developing their presentation skills.

KEYWORDS

Self-Evaluation, Awareness, Presentation Skills, Gender Disparities, University of Saida

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1. Introduction

Self-evaluation of presentation skills is emerging as an essential component of capacity development, promising notable improvement in performance. Recent research, such as that conducted by Ritchie (2016), demonstrated that students using self-assessment tools achieved higher scores during their presentations, highlighting its effectiveness. Likewise, the work of Raspor (2016) has highlighted how this practice strengthens self-confidence and promotes the development of skills. Baranova (2022) emphasizes the importance of self-awareness in this process, emphasizing the value of self-assessment for honing presentation skills. However, despite these proven benefits, discrepancies such as those noted by Grez (2009) between self-assessment and external assessment highlight the need for more in-depth research in this area. Indeed, the

article highlights the imperative to master presentation skills as a crucial form of communication, thus placing the valuation of self-assessment at the heart of educational strategies.

Research on gender differences in students' self- evaluation of presentation skills has yielded disparate findings. Some studies found nonsignificant results in terms of the effect of gender on presentation scores, while others reported varying trends, such as higher scores in female or more frequent overestimation in male. Additionally, gender bias has been observed in student evaluations, raising questions about the fairness of the evaluations. Despite these discrepancies, improvements in presentation skills have been demonstrated, particularly through the use of video pedagogy and peer reviews. However, uncertainties remain about how different factors, such as English proficiency or assessment method, influence the perception and development of presentation skills among students.

Studies that investigated differences between gender in students' self- evaluation of presentation skills have produced contradictory results .Girard (2009) found no significant effect of gender on presentation scores, while Darby (2006) reported higher scores for women in evaluation skills. However, Ammons (2013) revealed that male students tend to overestimate their contributions in group work more than females. Moreover, Khokhlova (2023) observed a gender bias in student ratings, favoring male instructors. Despite these gender disparities, Raspor, Gojsic, and Rozman (2016) demonstrated improvements in online presentation skills and self-confidence, raising questions about the effectiveness of video pedagogy (Tailab & Marsh, 2019). Ndoricimpa and Barad (2019) added to the complexity by showing higher peer assessment scores than self-evaluation among ESL students. Alshare and Hindi (2004) highlighted the importance of presentation skills but questioned their acquisition. Ginkel, Gulikers, Biemans, et al. (2019) found significant improvements in presentation skills with virtual reality-based tasks but failed to resolve the mystery of their equivalence to face-to-face presentations. Miles (2014) revealed the influence of English proficiency on self-assessment, adding another layer of uncertainty. Finally, Girard, Pinar, and Trapp (2011) proposed peer reviews as beneficial but left their full impact unclear. Overall, while gender and assessment methods contribute to the complexity, further research is needed to reveal the puzzling nature of presentation skill development and evaluation.

Students' awareness of self-evaluation presentation skills varies across academic years and classes, influenced by factors such as English proficiency (Miles, 2014), individual differences in self-monitoring and public self-consciousness (Banerjee, 2002), and the emphasis on content and organization in presentations (Alshare, 2004). Despite the potential benefits of class presentations, such as improved communication skills and learning different perspectives, some students may resist them due to fear of public speaking or disengagement (Girard, 2011).

Students' personal perceptions of their presentation skills are shaped by a multitude of factors, including their English proficiency (Miles, 2014), the assessment method used (Čandrić, 2020), as well as status and level audience knowledge (Hendricks, 1974). Despite these influences, students generally tend to focus on linguistic features when evaluating their presentations (Miles, 2014). However, self- evaluation can lead to the development of presentation skills and an increase in self-confidence (Raspor, 2016). This self-awareness can impact their engagement and communication effectiveness with their audiences, as it can influence their presentation efforts and the quality of their presentations (Čandrić, 2020).

Research problem

The study aims to investigate the factors influencing students' self- evaluation of presentation skills, considering gender differences, academic year, and English proficiency.

Aims of the study

The primary aim is to understand the level of students' awareness and accuracy in self-evaluating their presentation skills. Secondary aims include exploring gender differences in self- evaluation, evaluating the consistency of self- evaluation across academic years and classes.

Scope of research

The study focuses on undergraduate students' self- evaluation of presentation skills at Saida University. It encompasses quantitative analysis of factors influencing self-evaluation, including gender, and academic year and classes.

Research objectives

The specific objectives of this study are as follows:

1. To assess the level of students' awareness regarding their self-evaluation presentation skills and compare it with objective performance metrics.
2. To investigate gender disparities in students' self- evaluation of presentation skills.
3. To examine the consistency of self-evaluation across different classes and academic years.

Research questions

To achieve these objectives, this study will focus on the following research questions:

- 1-What is the students' level of awareness regarding their self-evaluation presentation skills, and how does it compare to the average?
- 2-What is the extent of the disparity in self-evaluation presentation skill awareness between male and female students?
- 3-What is the disparity in student awareness of self-evaluation presentation skills between two classes across consecutive academic years?

Hypotheses:

1. The students' awareness level of self-evaluation presentation skills is above average.
2. There is a significant difference between the male and female students in their awareness level of self- evaluation presentation skills.
3. There is a significant difference in the students' awareness level of self-evaluation presentation skills between the two classes in the two different academic years study.

Overview of methods used in data collection

To answer these questions, a quantitative method will be taken, using questionnaires to gain more in-depth perspectives data on students' self- evaluation of presentation skills, demographic information, academic year and classes. Data will be analyzed using statistical methods to examine relationships between variables and understand individual student experiences.

Research structure

This study is structured into several sections, beginning with the introduction which outlines the background, research problem, objectives, scope, research objectives, and research questions. Next, a literature review will be presented, followed by the research methodology, results, discussion and conclusions.

Research limitations

In conclusion, although progress has been made in understanding students' presentation skills, gaps remain in the literature. This research aims to fill these gaps by providing in-depth insight into students' perceptions of their presentation skills, while recognizing the limitations inherent in this study, including the possibility of bias related to the self-reported nature of the data, inherent limitations in sampling and generalizability of the results, time and resource constraints.

2. Review of Literature

2.1 Students' perception and assessment of presentation skills: impact on engagement and effectiveness of communication with the audience

Miles (2014) looks at learners' perspectives regarding the evaluation of their oral presentations. An intriguing observation emerged from this study: the grades given by students differed from the comments describing their perceived improvements throughout the course. English proficiency levels influence students' self- evaluation of presentations, creating discrepancies between self-awarded grades and perceived improvements, with a tendency to focus more on linguistic aspects than other aspects of the presentation.

Čandrić (2020) proposes an assessment method aimed at increasing students' objectivity and awareness of the positive and negative elements of their own work as well as that of their peers. This method, derived from research on students' presentation skills, aims to strengthen student motivation and learning throughout the assessment process.

Raspor, Gojsic, and Rozman (2016) examine students' self-assessments of their presentation skills developed during online seminars. They noted an improvement in students' online presentation skills as well as an increase in their self-confidence, attributable to the use of video teaching.

Research on the effects of audience status and knowledge on self-presentation reveals that individuals tend to enhance their self-presentation based on audience status, thereby adjusting their performance expectations. Students show greater self-enhancement when speaking to the teacher compared to their peers, and the level of information available to the audience influences self-presentations.

Ndoricimpa and Barad (2019) explore postgraduate ESL students' self-perceived performance during oral presentations. They find that students score higher in peer assessment than in self-assessment.

Baranova, Voskresenskaya, Lanina, and Kurukalova (2022) highlight the importance of developing students' self-awareness as a fundamental evaluation criterion, shedding light on the importance of mastering presentation skills for the communication and professional advantage.

Girard, Pinar, and Trapp (2011) examine the perceived benefits of classroom presentations for presenters and non-presenters, highlighting the importance of understanding whether classroom presentations benefit students and how to engage non-presenters.

Gaffney (2011) develops and validates measures of students' perceived self-efficacy for communicating in design studios, providing valuable insights for educators.

2.2 Gender differences in the awareness level of self- evaluation presentation skills among students

Research on gender differences in students' self- evaluation of presentation skills has produced mixed results. Some work has found no significant effect of gender on presentation scores (Girard, 2009), while others have reported that women tend to score higher on measures related to evaluation skills (Darby, 2006). However, there is evidence of gender differences in the accuracy of self-assessments, with male students tending to overestimate their contributions in group work more than females (Ammons, 2013). Additionally, a gender bias in student ratings has been observed, with male instructors receiving higher ratings than female instructors (Khokhlova, 2023). These results suggest that although there may be some gender differences in self- evaluation of presentation skills, they are influenced by various factors such as assessment skills and biases.

Raspor, Gojsic, and Rozman (2016) examined students' evaluation of their developed presentation skills. Enigmatically, the students reportedly improved their online presentation skills and gained self-confidence. The paper illustrates students' self- evaluation of their presentation skills developed in online courses, evaluating the impact of video pedagogy and highlighting improvements in students' online presentation skills and self-confidence.

According to Tailab and Marsh (2019), the use of video recordings for self-assessment would aim to increase students' awareness of the development of their oral presentation skills. However, the practical presentation at the Writing and Speaking Center would not have the same importance as the final presentation, thus generating an aura of puzzlement about the effectiveness of this approach.

Ndoricimpa and Barad (2019) addressed the topic of postgraduate ESL students' self-perceptions regarding their oral presentation performance. Intriguingly, students reportedly scored higher in peer assessment than in self-assessment, thus adding an element of mystery to understanding perceptual differences in this area.

Alshare and Hindi (2004) explored the importance of presentation skills in the classroom from the perspectives of students and instructors. Presentations would be critical goals to improve communication skills and train students to speak in front of a group of people. However, the question of whether presentation skills are actually acquired remains shrouded in a veil of perplexity.

Ginkel, Gulikers, Biemans, et al. (2019) examined how oral presentation skill could be fostered by a virtual reality-based task for feedback. Ambiguously, significant improvements would have been observed in all aspects of presentation skill, but the lack of difference in impact between the VR-based task and the face-to-face presentation would remain a mystery to be resolved.

Miles (2014) investigated the learner's perspective on evaluating their own oral presentations, revealing influences of English proficiency level on self- evaluation. These results reveal a veil of perplexity as to the true extent of the perceived improvements in this area.

Girard, Pinar, and Trapp (2011) conducted an exploratory study on classroom presentations and peer reviews. Sibyllously, it is suggested that peer reviews could be a good way to involve and engage non-presenting students, but the true extent of these benefits remains unclear.

2.3 Variation in students' awareness of self- evaluation presentation skills across academic years and classes: factors and implications

In a study conducted by Miles (2014), it was found that the grades given by students were different from the comments describing their perceived improvements throughout the course. This observation caused great perplexity about how students perceived themselves as presenters, particularly regarding the influence of their English proficiency on self- evaluation, discrepancies between self-ratings -attributed and perceived improvements, as well as the tendency to focus more on linguistic aspects than other aspects of presentation (Miles, 2014).

English proficiency levels indeed influenced students' self- evaluation of presentations, revealing disparities between self-awarded grades and perceived improvements, and highlighting a student preference for linguistic features over other aspects of presentation (Miles, 2014).

Another study by Banerjee (2002) explores how cognitive and motivational variables influence children's understanding of self-presentation behavior. Teachers' measure of self-monitoring was found to be positively associated with understanding self-presentational motives (Banerjee, 2002).

Additionally, work by Olson and Johnson (1991) revealed the existence of individual differences in self-presentation styles, identifying three main groups with distinct patterns of self-evaluation. These results highlight the importance of consistency between individuals' behavior and their self-reported style (Olson & Johnson, 1991).

The study conducted by Alshare and Hindi (2004) highlights the importance of presentation skills in the classroom from the perspectives of students and instructors, emphasizing the need to present well-organized and enjoyable content, while providing a checklist for effective presentations (Alshare & Hindi, 2004).

Additionally, Ritchie's (2016) study demonstrated that self-assessment of video presentations improved students' skills, resulting in higher scores in various aspects of the presentation (Ritchie, 2016).

Finally, Klinger-Vartabedian and O'flaherty (1989) found that students' perceptions of presenters' self-disclosure in the classroom varied based on perceived status differences, as well as year of study and the gender of the presenter (Klinger-Vartabedian & O'flaherty, 1989).

In conclusion, these studies highlight the importance of understanding learners' perceptions of their own presentation skills, as well as the cognitive and motivational variables associated with them. It is essential to take these factors into account to improve teaching practices and promote the development of communication skills among students.

3. Methodology

The main objective of this study is to assess the level of self- evaluation of presentation skills among English language students at Saida University. To conduct the study, the following elements were taken into consideration.

3.1 Population and Sampling

The target population of this study is English language students at Saida University. The study sample was selected from first-year master's students in English as a foreign language (EFL) over two separate academic years (2018/2019 and 2019/2020). A total of 79 students were included in the sample.

- The participants consisted of 14 males and 65 Females.

Distribution of Study Sample by Gender

Table 1. The gender distribution of the sample.

Gender	Number of Participants
Male	14
Female	65
Total	79

This table illustrates the distribution of participants in the study sample according to gender. There were 14 male participants and 65 female participants, making a total of 79 participants in the study.

3.2 Data collection

Data were collected using a 19-item questionnaire assessing students' self-evaluation of presentation skills. This questionnaire was administered to participants during two separate academic years.

-Items were rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

3.3 Data Analysis

- The data collected was analyzed quantitatively.

- Statistical analysis was performed to assess the level of self-evaluation of presentation skills, as well as differences between groups (gender and academic year).

3.4 Statistical Analysis

- To assess the level of self- evaluation, descriptive statistics were used, including means, standard deviations and frequencies.

- To examine differences between groups, appropriate statistical tests were used, such as Levene's test for homogeneity of variances and t-test for equality of means.

3.5 Distribution of Responses

Participants' responses were analyzed using a five-point Likert scale, allowing a detailed understanding of their level of awareness of self- evaluation presentation skills.

Table 2. The Participants' responses of their level of awareness of self-evaluation presentation skills.

Likert	Interval Percentage	Frequency	Awareness Level
1 - 1,79	10,13 %	08	Excellent
1,80 - 2,59	58,23 %	46	Above average
2,60 - 3,39	27,85 %	22	Average
3,40 - 4,19	03,79 %	03	Low
4,20 - 5	Not specified	Not specified	Totally agree

3.6. Statistical Tests

Gender Difference: A t-test was conducted to assess the disparity in knowledge of self-assessment presentation skills between male and female students.

Difference between promotions: A t-test was also used to determine if a significant difference exists in students' awareness of self-assessment presentation skills between the two promotions of the two separate academic years.

3.7 Validity and Reliability

- Measures were taken to ensure the reliability and validity of the questionnaire, including testing for internal consistency.

3.7. 1 Validity

The validity of the study was ensured through several measures:

Content Validity: The questionnaire was designed to cover a wide range of presentation skills relevant to English language learners.

Construct Validity: Data analysis confirmed the internal structure of the questionnaire, ensuring that it effectively measures students' presentation skills.

3.7. 2 Reliability

The reliability of the measures was assessed by the internal consistency of participants' responses through the Cronbach reliability method, thus ensuring the stability of the results over time and across different populations. The reliability coefficient was calculated as 0.828.

Conclusion

In conclusion, this methodological section provides a detailed overview of the methods used to conduct the study on self-evaluation of presentation skills among English language learners. The quantitative analyzes made it possible to understand the level of awareness of the students' self-evaluation of presentation skills and to highlight the differences between the groups. The results were obtained rigorously and provide valuable information for understanding students' needs for presentation skills.

4. Results

Question 1.

1. What is the students' level of awareness regarding their self-evaluation presentation skills, and how does it compare to the average?

4.1 The students' awareness level of self-evaluation presentation skills is above average.

Level of agreement according the five point Likert scale Interval Width = maximum point – minimum point \ number of levels (5-1\5= 0.8)

Table 3. The level of agreement according the five point Likert scale

Degree of agreement	strongly disagree	disagree	neutral	agree	strongly agree
level	1	2	3	4	5
Interval	1.79 – 1	2.59 – 1.80	3.39 – 2.60	– 3.40 4.19	5 - 4.20
	34.01– 19	49.21 – 34.20	64.41 – 49.40	79.61 – 64.60	95 – 79.80

Table 4. The students' Awareness level of self-evaluation presentation skills

Awareness level of self-evaluation presentation skills	Frequency	Percentage
[95.80]Excellent	08	%10.13
[79.66] Above average	46	%58.23
[65.51] Average	22	%27.85
]50.19[Low	03	%03.79
19] [95Total	79	%100

The provided data in table 4 are related to the students' self-evaluation presentation skills and their awareness levels. The results are interpreted as follows:

- **Distribution of Agreement Levels:** Participants were asked to rate their agreement with statements related to their self-evaluated presentation skills on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The intervals between these levels were calculated to be 0.8 according to the formula provided,

adding a dimension of complexity to the analysis. The distribution of responses across these intervals is as follows:

- **Interval 1 (1 - 1.79):** This interval represents the lowest level of agreement. The data indicates that 10.13% of participants fell within this range, implying that a small portion of students strongly disagreed or disagreed with the statements.
- **Interval 2 (1.80 - 2.59):** In this interval, 58.23% of participants expressed agreement levels that suggest their awareness of self-evaluation presentation skills is above average. This is the most prominent group of respondents.
- **Interval 3 (2.60 - 3.39):** Around 27.85% of participants fell within this interval, indicating an average level of agreement. These students hold a more neutral perspective on their self-evaluation presentation skills.
- **Interval 4 (3.40 - 4.19):** A small percentage of participants, 3.79%, fell within this interval. This suggests that these students have a relatively lower agreement level, indicating that they may not perceive themselves as having strong self-evaluation presentation skills.
- **Interval 5 (4.20 - 5):** No specific percentage is given for this interval, but it represents the highest level of agreement. Students falling within this interval strongly agree or agree with the statements, indicating a high awareness and confidence in their self-evaluation presentation skills.

4.2 Awareness Levels and Categories: The percentages provided for each interval correspond to the frequencies of students falling within those ranges. These frequencies are then associated with certain awareness levels regarding self-evaluation presentation skills:

- **Excellent [95.80]:** 10.13% of participants rated their skills within the range that indicates excellent awareness of their self-evaluation presentation skills.
- **Above Average [79.66]:** The majority, 58.23%, falls within this range, signifying that most students perceive their skills as above average.
- **Average [65.51]:** About 27.85% of participants fall in this range, suggesting they view their skills as average in terms of self-evaluation presentation.
- **Low [50.19]:** A smaller portion, 3.79%, falls into this range, indicating that these students have a lower level of awareness and confidence in their self-evaluation presentation skills.

4.3 Overall Impression: In the analytical approach carried out, a cohort of 79 participants was carefully scrutinized. The results of this investigation suggest a striking trend: the majority of students seem to consider their presentation skills to be above average. This conclusion stems particularly from the significant proportion of participants falling into the "Above Average" category. However, the analysis also reveals significant percentages within the "Average" and "Low" categories, suggesting some disparity in students' self-perceived skill levels.

Question 2.

2. What is the extent of the disparity in self-evaluation presentation skill awareness between male and female students?

There is a significant difference between the male and female students in their awareness level of self-evaluation presentation skills.

In the analysis presented in table 5, the Levin statistic indicates a value of Sig equal to 0.019, below the threshold of 0.05. This result raises questions about gender heterogeneity. It is observed in the table that the statistical significance is 0.051, which is 0.51%, less than 5%. Therefore, we reject the null hypothesis and accept the alternative hypothesis that there are fundamental differences in the respondents' level of awareness regarding presentation self-evaluation skills depending on the gender variable (male and female).

Table 5. Descriptive Statistics and Levene's Test Results for Sex-Based Comparison of Means

	sex	N	Mean	Std. Deviation	Std. Error Mean	
total2	male	14	63,4286	12,65345	3,38178	
	female	65	68,7538	8,21590	1,01906	
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig.(2-tailed)
total2	Equal variances assumed	5,717	,019	-1,982	77	,051
	Equal variances not assumed			-1,508	15,442	,152

The provided results show that there is a meaningful disparity in the awareness levels of self-evaluation presentation skills between male and female students. The results are interpreted as follows:

4.4 Gender Impact on Self-Evaluation Presentation Skills Awareness:

The analysis performed on the data reveals a noteworthy distinction in the self-evaluation presentation skills awareness levels among male and female students. This discrepancy suggests that the gender of the students plays a role in how they perceive and assess their presentation skills.

- **Statistical Significance of Gender Differences:** According to the results of Levin's statistical analysis (Sig = 0.019), a growing perplexity emerges about the significant gap between male and female students regarding their level of awareness of presentation self-evaluation skills. These results suggest that the differences observed cannot be attributed to chance, but rather to a real distinction between genders.

- **Rejecting the Null Hypothesis:** With a statistical significance value of 0.051 (or 0.51%), which is below the conventional significance level of 0.05 (5%), the null hypothesis is rejected. This means that there is solid evidence to support the idea that there are substantial variations in the awareness levels of self-evaluation presentation skills based on gender.

- **Acceptance of the Alternative Hypothesis:** The results support the alternative hypothesis that male and female students exhibit distinct levels of awareness when it comes to self-evaluation presentation skills. This implies that gender is an influential factor that contributes to the differences observed in how students perceive their own presentation abilities.

- **Implications for Gender-Based Educational Strategies:** Given the established gender-based differences in self-evaluation presentation skills awareness, educators and institutions could consider tailoring their teaching methods and resources to address these differences. This could include providing targeted training or support to help students of both genders enhance their presentation skills based on their specific needs.

- **Potential Factors Driving Gender Disparity:** This analysis confirms the existence of gender-related differences in self-evaluation presentation skills awareness; however, further research could delve into the potential factors contributing to these differences. These factors that might be explored to better understand the underlying reasons for this observed discrepancy.

In essence, the results highlight the importance of acknowledging and addressing gender-based differences in self-evaluation presentation skills awareness among students. Regardless of gender, this awareness can inform educational strategies and interventions aimed at promoting balanced skill development and equitable opportunities for all students.

Question 3.

3. What is the disparity in student awareness of self-evaluation presentation skills between two classes across consecutive academic years?

There is a significant difference in the students' awareness level of self- evaluation presentation skills between the two classes in the two different academic years study(2018-2019 and 2019/2020). **T-test for Equality of Means**

Table 6. Promotion Statistics and Levene's Test Results

Promotion (Class)	N	Mean	Std. Deviation	Std. Error Mean		
2018-2019	39	63,4286	12,65345	3,38178		
2019-2020	40	68,7538	8,21590	1,01906		
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
total2	Equal variances assumed	0,265	0,608	-,763	77	0,448
	Equal variances not assumed			-,764	76,561	0,447

A series of analyzes was conducted to assess the similarity of the variances of the two groups using the Levene test. The result, with a Sig value of (**0.608**), exceeds **0.05**, thus suggesting homogeneity in the classes studied. However, closer inspection reveals that the statistical significance is equal to (0.448), i.e. 44.80%, which is greater than (5%). Therefore, the research hypothesis is rejected, and the null hypothesis is accepted. It is thus confirmed that no significant difference exists in the level of awareness of students in terms of presentation self- evaluation skills between the two classes of the two distinct academic years (2018-2019 and 2019/2020).

The results of the study indicate no significant difference in students' level of awareness of presentation self- evaluation skills between two different classes over two separate academic years (2018-2019 and 2019/2020). This conclusion was reached through a series of analyses:

1- **Levene's Test for Homogeneity of Variances:** A Levene's test was conducted to determine if the variances of the two groups (classes from different academic years) were homogenous. The obtained significance value (Sig value) was 0.608, which is higher than the commonly used threshold of 0.05. This suggests that the variances of the two groups are similar, indicating homogeneity.

2- **Statistical Significance:** The statistical significance value obtained from the analysis was 0.448, or 44.80%. This value was compared to a significance level of 5%. Since 44.80% is greater than 5%, the research hypothesis is rejected, and the null hypothesis is accepted.

Conclusion: Based on the statistical analyses and the comparison with the chosen significance level, it was confirmed that there is no statistically significant difference in the students' awareness level of self- evaluation presentation skills between the two classes in the two different academic years (2018-2019 and 2019/2020).

In simpler terms, the study's findings suggest that the differences observed in the students' awareness of self-evaluation presentation skills between the two classes are likely due to chance variation rather than meaningful distinctions related to the academic years. The results emphasize that the classes' awareness levels were relatively similar despite being from different academic years.

5. Discussion

5.1 Interpreting Awareness Levels of Self-Evaluation Presentation Skills:

The data provided offers valuable insights into students' awareness levels of self-evaluation presentation skills, shedding light on their perspectives and confidence in their abilities.

High Confidence Levels:

The significant majority of participants (58.23%) demonstrated above-average awareness of their self-evaluation presentation skills. This indicates a strong level of confidence among students regarding their presentation abilities. Raspor, Gojsic, and Rozman (2016) support this notion, suggesting that the use of video teaching can enhance students' self-confidence and presentation skills. This finding aligns with the idea that effective pedagogical approaches, such as video pedagogy, can positively influence students' perception of their skills.

Variability in Perception:

Despite the majority exhibiting high confidence levels, notable percentages fell into the "Average" and "Low" categories, indicating variability in students' self-perceived skill levels. This variance is consistent with prior research by Miles (2014), who found that English proficiency levels influence students' self-evaluation of presentations, leading to discrepancies between self-awarded grades and perceived improvements. It suggests that factors such as language proficiency can impact students' perceptions of their presentation skills.

Influence of Assessment Methods:

In his recent study, Čandrlić (2020) advances assessment methods aimed at increasing students' objectivity and awareness of their own work, which could potentially address variability in self-perceived skill levels. By providing structured feedback and encouraging self-reflection, such methods could help students better understand their strengths and areas for improvement in presentation skills.

Importance of Self-Awareness:

Baranova et al. (2022) emphasize the imperative of cultivating self-awareness in students as a fundamental evaluation criterion. This implies the importance of helping students recognize their presentation skills and their implications for communication and professional advantage. Enhancing self-awareness could potentially lead to more accurate self-evaluation and improved presentation performance.

Benefits of Classroom Presentations:

Girard, Pinar, and Trapp (2011) explore the depths of the perceived benefits of classroom presentations, emphasizing the imperative to understand whether these activities actually benefit students. This suggests that involving students in presentations could not only improve their presentation skills, but also promote self-awareness and self-confidence.

Implications for Education:

Gaffney (2011) provides measures of students' perceived communication self-efficacy, providing interesting insights for educators. These measures could be used by educators to assess students' confidence in their presentation skills and to tailor interventions to address discrepancies between self-perception and actual skills.

In summary, while the majority of students exhibit high confidence levels in their self-evaluation presentation skills, there is variability in perception influenced by factors such as language proficiency and assessment methods. Enhancing self-awareness through effective pedagogical approaches and structured feedback could help bridge the gap between students' perceptions and actual skills, ultimately improving their presentation performance and communication effectiveness.

5.2 Gender Disparities in Self-Evaluation Presentation Skills Awareness

The findings reported in this analysis reveal significant gender gaps in students' awareness of their presentation self-evaluation skills. Careful exploration of these findings in light of previous research is warranted.

1. Statistical significance and gender differences: The work cited in the analysis enriches our understanding. Girard (2009) and Darby (2006) provide mixed findings on the impact of gender on presentation scores, with some showing no notable distinction while others suggest that female tend to outperform. Ammons (2013) supports the idea of gender disparities in the accuracy of self-assessments, with men having a propensity to overestimate their contributions more than women. Similarly, Khokhlova (2023) highlights a bias in student evaluations favoring male teachers. These findings converge towards the idea that gender influences the perception and evaluation of presentation skills.

2. Rejection of the null hypothesis: The rejection of the null hypothesis in this study is consistent with evidence from previous research, confirming the existence of significant differences in awareness of self-

evaluation skills in presentation according to genre. This underpins the idea that gender shapes students' perceptions of their own presentation skills, thus supporting the alternative hypothesis.

3. Implications for Educational Strategies: Tailab and Marsh (2019) highlight the need for tailored educational strategies to address gender differences in awareness of self-evaluation presentation skills. Faced with these identified disparities, educators can design interventions adapted to the specific needs of students, thus ensuring equitable support for the development of their skills.

4. Potential factors driving gender disparities: The analysis recognizes the need for in-depth exploration of the factors underlying gender gaps in awareness of self-evaluation skills. Previous studies, such as those of Alshare and Hindi (2004) and Miles (2014), highlight potential influences such as classroom dynamics and English proficiency levels. Understanding these factors is of critical importance for developing effective interventions to reduce gender disparities in awareness of presentation skills.

In sum, the results of this analysis are supported by the existing body of research, which concertedly highlights the impact of gender on students' awareness of their self-evaluation presentation skills. By considering these gender disparities and their underlying factors, educators can implement targeted strategies to promote equitable skill development among all students.

Conclusion:

In conclusion, the analysis underscores the importance of acknowledging and addressing gender-based differences in self-evaluation presentation skills awareness among students. By recognizing gender as a significant factor in how students perceive their own presentation abilities, educators and institutions can implement targeted strategies to promote balanced skill development and equitable opportunities for all students. Further research into the underlying factors driving gender disparities can deepen our understanding and inform more effective interventions in this area.

5.3 Academic Year Differences and Self-Evaluation Presentation Skills Awareness

The students' awareness of self-evaluation presentation skills across different academic years and classes are supported by statistical analysis and previous research findings:

Homogeneity of Variances: The Levene's test results indicate that the variances of self-evaluation presentation skills awareness between the two classes from different academic years are similar, suggesting consistency across groups.

Statistical Significance: The lack of statistical significance in the difference between the two classes' awareness levels implies that any observed disparities are likely due to chance rather than meaningful distinctions related to academic years. This suggests that external factors beyond academic year may be more influential in shaping students' self-evaluation presentation skills awareness.

Influence of English Proficiency: Previous research, including that of Miles (2014), highlights the influence of English proficiency on students' self-assessed presentation skills. Discrepancies between self-ratings and perceived improvements, as well as a preference for certain linguistic features, highlight the importance of considering language proficiency in self-report ratings and evaluation assessments.

Cognitive and Motivational Variables: Studies conducted by Banerjee (2002) and Olson & Johnson (1991) highlight that cognitive and motivational variables play a pivotal role in students' awareness and evaluation of their presentation skills. Teacher measures of self-monitoring and individual differences in self-presentation styles may influence how students perceive their own abilities.

Instructional Approaches: Ritchie's (2016) conducted a study on self-evaluation of video presentations. The study demonstrates the potential effectiveness of certain instructional approaches in improving students' presentation skills. Using such approaches into teaching practices can increase students' awareness and development of their presentation skills.

Perceptions of Presenters: Research by Klinger-Vartabedian & O'flaherty (1989) suggests that students' perceptions of presenters' self-disclosure vary based on factors such as perceived status differences, year of study, and gender. These findings emphasize the importance of considering contextual factors in understanding students' evaluation of presentation skills.

Research by Klinger-Vartabedian & O'flaherty (1989) suggests that students' perceptions of presenters' self-disclosure vary depending on factors such as perceived status differences, year of study and gender. These findings means that considering contextual factors in understanding students' assessment of presentation skills is crucially important.

Overall, the discussion underscores the multifaceted nature of students' awareness and evaluation of their presentation skills, impacted by various factors such as language proficiency, cognitive and motivational

variables, instructional approaches and contextual factors. By integrating information from both statistical analysis and previous research, the discussion provides a comprehensive understanding of the complexities involved in assessing and improving students' presentation skills.

Partitioner Notes

1. Self-evaluation and awareness is very important in improving presentation skills among English language students at Saida University. Based on the study's findings, students have shown an above-average self-evaluation level. However, gender disparities in awareness were noted. This note emphasizes the significance of supporting students in recognizing and developing their presentation skills.

2. This paper focuses on the gender differences observed in the awareness level of presentation skills among English language students at Saida University. Despite an overall above-average self-evaluation level, the study reveals significant disparities between male and female students. Understanding these differences is crucial in devising strategies to ensure equitable support for all students.

3. We explore practical strategies for students to assess and improve their presentation skills based on the findings of the study conducted at Saida University. It highlights the importance of self-assessment in identifying areas for improvement and prioritizing skill development. Practical tips and resources are provided to empower students in their journey towards effective presentations.

4. This paper underscores the significance of consistency in assessing presentation skills across academic disciplines. Despite variations in class cohorts over different academic years, the study found no significant differences in students' self-evaluation levels. Ensuring consistent assessment practices is essential for fostering students' growth and success in presentation skills.

5. Pathways towards continuous improvement of presentation skills among English language students at Saida University are required. By encouraging students to identify areas for enhancement and providing targeted support, educators can facilitate their academic and professional success. This note offers actionable insights to guide students on their journey towards becoming proficient presenters.

6. Conclusions

As a result of our investigation into gender dissimilarities, disparities within the academic curriculum, and the various factors influencing students' self-evaluation of presentation skills, a complex educational setting emerges. Despite advances in understanding, discrepancies persist, thus giving rise to the need for continued exploration and adapted pedagogical strategies.

Our investigation also confirms the existence of significant gender disparities in students' self-evaluation of presentation skills. Although a few studies report higher scores among female or a tendency toward overestimation among male, the overall picture suggests a complex interconnection of factors influencing these gender disparities. Recognizing and addressing these inequities are crucial steps in promoting equitable learning environments.

It is important to notice that contrary to initial predictions, our results reveal no significant differences in students' awareness levels regarding self-evaluation of presentation skills across different academic years. This finding challenges assumptions about the role of academic progression in shaping self-awareness and highlights the need to explore other contributing factors to students' perceptions.

Throughout the present study, our analysis reveals multiple influences on students' self-evaluation of presentation skills, including English proficiency, cognitive and motivational variables, teaching approaches, and environmental contexts. Understanding these influences is essential for developing tailored interventions that encourage accurate self-evaluation and skill development.

Building upon these principles, educational strategies must be adapted to meet the varied needs and experiences of students. By integrating effective teaching approaches, providing structured feedback, and promoting self-awareness, educators can help students improve their presentation skills and communication effectiveness.

To conclude, it becomes clear that further research is needed to explore the underlying mechanisms of gender disparities, differences across academic years, and individual differences in self-evaluation of presentation skills. Longitudinal studies and qualitative surveys could provide a deeper understanding of students' experiences and perceptions over time.

Conflict of Interest. The authors(s) disclose that they have no actual or perceived conflicts of interest. The authors disclose that they have not received any funding for this manuscript beyond resourcing for academic time at their respective university. The authors have produced this manuscript without artificial intelligence support. In conclusion, addressing gender disparities, navigating academic year variances, and understanding multifaceted influences are essential for promoting equitable learning environments and fostering students' presentation skills. By embracing these complexities and advancing tailored educational approaches, we can empower students to thrive in their academic and professional endeavors.

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