**Title:**

**The Impact of Public Speaking Anxiety on Academic Performance and Strategies for Mitigation**

**Abstract:**

This research paper explores the pervasive issue of public speaking anxiety (PSA) among students and its influence on academic performance. Public speaking is a crucial skill in academia, and students are often required to deliver presentations as part of their coursework. However, PSA can be a significant barrier, leading to poor performance, decreased self-confidence, and avoidance of public speaking opportunities.

Through surveys, interviews, and analysis of academic records, this study examines the extent of PSA among college students and its correlation with academic achievement. It also investigates coping strategies employed by students to manage their anxiety, including self-help techniques, communication training, and academic support services.

The findings reveal a substantial prevalence of PSA among students and its negative impact on their academic success. However, the study also identifies effective strategies for mitigating PSA, such as exposure therapy, cognitive-behavioral interventions, and peer mentorship programs.

**Conclusion:**

In conclusion, public speaking anxiety is a significant concern for students, affecting their academic performance and overall well-being. Recognizing the prevalence and impact of PSA is a critical first step in addressing this issue.

Educational institutions should prioritize the development of public speaking skills and provide resources to support students in managing anxiety. Strategies such as exposure therapy and cognitive-behavioral interventions have shown promise in helping students overcome PSA. Additionally, creating a supportive and inclusive learning environment where students feel comfortable practicing their speaking skills is essential.

Further research is needed to explore the long-term effects of PSA on students' academic and professional trajectories. Additionally, the development of personalized intervention plans and the integration of speech anxiety management into curriculum planning can contribute to more confident and capable speakers in academia and beyond.