



PSYCHOLOGICAL VARIABLES IN COMMUNICATION: A SYSTEMATIC LITERATURE REVIEW ON COMMUNICATION APPREHENSION OR ANXIETY, WILLINGNESS TO COMMUNICATE, AND SELF-PERCEIVED COMMUNICATION

Kurdeniansyah

Universitas Sriwijaya

Email: kurdeniansyah@unsri.ac.id

Abstract

Communication functions as a mediating activity that influences individuals' psychological states, including their psychological well-being, which in turn affects performance and quality of life across various domains. Research on communication anxiety, willingness to communicate, and self-perception in communication forms a core part of communication psychology, a field that examines communicative behaviors in relation to psychological constructs such as self-efficacy, self-esteem, common mental health disorders, grit, growth language mindset, and burnout. This study employs a systematic literature review approach, synthesizing empirical findings from research conducted within the past five to seven years. The review encompasses studies focusing on diverse professional groups, including psychiatrists, students, and educators (such as professors). The results demonstrate a significant association between communication psychology variables and individual performance in professional and academic contexts, with notable implications for psychological well-being. These findings highlight the importance of communication-related psychological factors as a central topic for further research aimed at enhancing individual performance and well-being.

Keywords: *Burnout, Communication Anxiety, Willingness to Communicate, Psychology of Communication, Self-Perceive Communication*

Abstrak

Komunikasi berperan sebagai aktivitas yang memediasi kondisi psikologis individu, termasuk kesejahteraan psikologis yang berpengaruh terhadap performa serta kualitas hidup seseorang di berbagai bidang. Kajian mengenai kecemasan komunikasi, kemauan untuk berkomunikasi, dan persepsi diri dalam berkomunikasi merupakan aspek penting dalam psikologi komunikasi, yang menelaah perilaku komunikasi individu dalam kaitannya dengan variabel psikologis seperti self-efficacy, self-esteem, common mental health disorder, grit, growth language mindset, dan burnout. Penelitian ini menggunakan metode systematic literature review dengan mengumpulkan serta mensintesis hasil-hasil penelitian empiris yang dilakukan dalam kurun waktu lima hingga tujuh tahun terakhir. Kajian ini mencakup beragam kelompok profesi, seperti psikiater, siswa atau mahasiswa, serta pengajar (termasuk profesor). Hasil kajian menunjukkan adanya hubungan yang signifikan antara variabel-variabel psikologi komunikasi dengan performa individu dalam konteks profesional dan akademik, yang pada akhirnya berdampak terhadap kesejahteraan psikologis. Temuan ini menegaskan pentingnya faktor-faktor psikologis dalam komunikasi sebagai topik kajian yang perlu dikembangkan untuk meningkatkan performa dan kesejahteraan individu.



Kata kunci: *Burnout, Kecemasan Komunikasi, Kemauan Berkomunikasi, Psikologi Komunikasi, Persepsi Diri Komunikasi*

INTRODUCTION

Ineffective communication has emerged as a critical issue, warranting deeper investigation due to its substantial psychological implications, particularly in relation to human behavior. Inefficient communication can negatively influence individual performance, stress mitigation, and overall psychological well-being, especially in the context of role execution. Lazarus, R. S. (1984) emphasize that within high-pressure work environments, poor communication intensifies stress by diminishing individuals' sense of predictability and perceived control. Similarly, Orui & Yasumura (2019) highlight that ineffective communication undermines task efficiency and decision-making, which in turn decreases group cohesion, perceived fairness, shared purpose, and ultimately weakens organizational commitment and productivity. These findings align with Blau (1964) explained social exchange theory, which associates such phenomena with social interaction processes. The theory posits that effective communication serves as a fundamental element in reciprocal exchanges, fostering trust, cooperation, and mutual obligation. Thus, clear and effective communication is essential to ensuring mutual understanding, goal alignment, and the maintenance of positive social and organizational relationships.

In healthcare settings, communication anxiety has emerged as a

practical barrier to effective interpersonal exchange and is increasingly recognized as a component of professional competence among health personnel. By enhancing one key indicator—willingness to communicate—through targeted training in effective communication, behavioral change among health practitioners (for example, nurses) can be promoted. Effective communication plays a pivotal role in aligning perceptions (i.e., ensuring clarity and mutual understanding) as a professional responsibility of healthcare practitioners, such as nurses; this emphasis is embedded in the guidelines set forth by the AACN (2021) in Schulenberg et al., (2023)

In another area of health, namely in the pharmacy profession, Rust et al. (2020) also added that Pharmacists exhibiting elevated levels of communicative apprehension, tend to engage less frequently with both patients and colleagues, which may adversely affect their perceived (self-perceived communication) credibility and expertise (increasing task efficiency) as reliable sources of drug-related information (ensure clarity and fostering trust)

This research is considered important to analyze the effective communication activities and behaviors on psychological well-being, stress mitigation, and individual performance, and to provide a collective examination of the relationship between communication major issues, such as communication apprehension/anxiety, willingness to



communicate, and self-perceived communication among professionals to build effective communication competencies and psychological variables.

PARADIGM, APPROACH, THEORY, AND LITERATURE REVIEW

Communication and Anxiety

Communication and anxiety are closely interlinked, particularly in relation to the psychological discomfort individuals may experience when engaging and potentially lead to ineffective communication. McCroskey, (1997)) defines communication anxiety as an individual's level of fear or apprehension associated with either actual or anticipated communication with others. He (McCroskey) further explains that individuals with high levels of communication anxiety tend to perceive communicative acts (self-perceived communication) as carrying more risks or costs than rewards, which ultimately inhibits their personal development, especially within learning environments.

Previous findings by (Zhang et al., 2024) highlights that communication anxiety is related to students' performance to enhance willingness to communicate with students who learn a second language (L2). It proves that the individual performance towards psychology of communication based on social exchange theory purpose is involving, such as mutual understanding and alignment of goals. In another line, Emory et al., (2018) further corroborate that nursing students often experience fear, anxiety, and negative attitudes during interactions with patients, suggesting that ineffective communication may be attributed to

students' varying degrees of apprehension toward communication tasks or situations, commonly termed communication apprehension (CA).

Willingness to Communicate

Willingness to communicate (WTC) is a central construct within the psychology of communication, serving as a key indicator of individual communicative performance, particularly in evaluating language learning outcomes. The ability and readiness to engage in communication reflect not only an individual's linguistic competence but also the psychological disposition that supports effective learning. (Yuan, 2024) as cited in (Wang et al., 2025) highlights a significant relationship between students' willingness to communicate and external factors such as teacher support and internal factors like learners' mastery of the foreign language. The research is also as line as noted by Zarrinabadi (2014), the relevance and enjoyment of tasks significantly boost learners' motivation and willingness to communicate.

The observed significant impact of communication apprehension (CA) on willingness to communicate (WTC) is consistent with the theoretical framework proposed by Kartal & Balçikanlı, (2018) Their study highlights the adverse effects of anxiety on communicative behavior, indicating that elevated anxiety levels can hinder an individual's WTC. Such cognitive interference may be presented as hesitation in initiating interactions, avoidance of social engagement, and a general unwillingness to participate in group discussions



Self-Perceived Communication

Mehralian et.al (2023) declare self-perceived communication as a construct closely associated with self-efficacy and a widely used measure of individuals' communicative competence in specific social contexts. In line with the sentence, communication competence encompasses communicative self-efficacy, which refers to an individual's confidence in mastering communicative skills that influence how they cope with stress-inducing workplace situations.

Self-perceived communication (SPCC) has garnered increasing interest, particularly among professionals in the field of language education, as it offers valuable insights into how individuals evaluate their own communication abilities. According to Durak in Aziz & Faizal (2025), individuals with a moderate level of SPCC tend to communicate more effectively with friends and acquaintances but report lower levels of competence when interacting with strangers or speaking in public. This pattern suggests a significant relationship between SPCC and communication anxiety, where perceived competence can influence or be influenced by levels of apprehension in different communicative settings.

The interplay between communication apprehension, willingness to communicate (WTC), and SPCC (Self-Perceived Communication Competence) is as line as Chen, Lijuan, and Zhang (2022) found that SPCC mediates the relationship between communication anxiety and WTC, indicating that individuals who perceive themselves as more competent communicators are more likely to

overcome anxiety and engage willingly in communication. This highlights SPCC as a central psychological indicator of both communication confidence and behavioral willingness, especially in contexts such as language learning and public speaking.

METHOD

This research utilized a systematic literature review (SLR) methodology, which, as defined by Okoli and Schabram (2012), entails a methodical, transparent, and exhaustive procedure aimed at identifying, appraising, and synthesizing existing scholarly data in a reproducible fashion. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines by Liberati et al., (2009) to ensure methodological rigor, clarity, and reproducibility.

Search Strategy

A comprehensive search strategy was implemented to locate relevant literature on communication apprehension /anxiety, willingness to communicate, and self-perceived communication competence. The search was conducted using major academic databases and search engines, including ScienceDirect, Acta Psychologica, ResearchGate, and Google Scholar.

Search terms included combinations of keywords and Boolean operators such as "communication apprehension" or "communication anxiety", "willingness to communicate", "self-perceived communication competence", along with domain-specific



terms like “healthcare professionals”, “education background”, and “language learning.” The search was limited to studies published between 2019 and 2024 to ensure inclusion of both contemporary and relevant foundational works to the table.

Selection Process

The selection process was conducted in three main phases: Identification: All retrieved records were compiled, and duplicate entries were removed. Screening: Titles and abstracts were reviewed to determine relevance to the study’s focus areas, specifically (a) communication apprehension/anxiety among healthcare professionals related to communication effectiveness and to psychological well-being, (b) willingness to communicate within educational settings and involving a psychology component (c) self-perceived communication as it relates to performance and communication-related psychological outcomes.

Eligibility: Full-text articles that met the inclusion criteria, peer-reviewed publications written in English with empirical or theoretical relevance were retained. Studies that lacked sufficient methodological detail, were not peer-reviewed, or did not align with the study objectives were excluded, with reasons for exclusion documented.

Synthesis Method

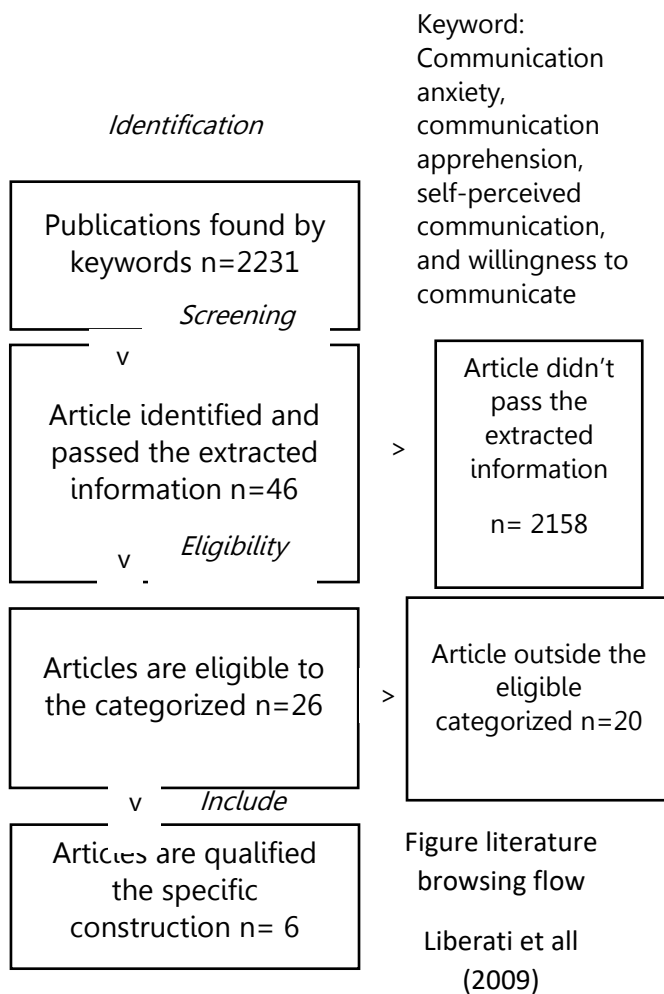
Data were systematically extracted from the selected studies using a standardized data extraction form. Extracted information included years of

publication, research context, participant characteristics, study design, and key findings. The synthesis employed a narrative integrative approach, allowing both quantitative (dominant) and qualitative evidence to be analyzed collectively. Themes were identified and categorized according to the three primary constructs: (1) communication apprehension /anxiety, (2) willingness to communicate, and (3) self-perceived communication. Cross-study comparisons were made to highlight converging evidence, theoretical relationships, and implications for healthcare and educational practice.

PRISMA Flow Description

The PRISMA flow diagram provides a visual summary of the review process. It begins with the total number of studies identified through database searching, followed by the number of duplicates removed, records screened, full-text articles assessed for eligibility, and finally, the number of studies included in the synthesis. This narrative complements the diagram by detailing each step of the review process, ensuring transparency and methodological consistency throughout the literature review.

This study employed the systematic literature review approach. According to Okoli and Schabram (2012), this method is characterized by a structured, transparent, and exhaustive procedure designed to identify, assess, and integrate data sets generated by prior scholarly investigations in a reproducible manner.



willingness to communicate. High CA reduces communication effectiveness and confidence, whereas lower CA enhances communication skills and strengthens self-efficacy McCroskey & Richmond, (1987); (MacIntyre et al., 1998; McCroskey, 1997).

Past experiences also play a crucial role in shaping self-efficacy by influencing emotional and cognitive responses to communication. Positive experiences increase confidence and reduce apprehension, while negative experiences heighten fear and avoidance. For Child and Adolescent Psychiatrists (CAPs), previous patient interactions, especially about sensitive topics like substance use, affect future communication behaviors. This study proposes that communication apprehension mediates the relationship between past experiences and self-efficacy: positive past experiences reduce apprehension and enhance self-efficacy, while negative experiences have the opposite effect.

Alaa & Faisal (2025) stated that Self Perceive Communication Competence (SPCC) shapes not only how confidently people communicate but also the strategies they use to engage in different social contexts, and it interacts with emotional and cognitive factors that influence communication outcomes. McCroskey (1984), in Aziz & Faisal, defines that to consistently communicate effectively, individuals need four key components such as behavioral skills, cognitive skills, positive emotional response, and competent behavior. McCroskey's (1970) communication apprehension has since become a major

RESULT AND DISCUSSION

Wombachera (2019) declares that this study is based on Social Cognitive Theory by Bandura (1986) which explains how personal factors, behaviors, and the environment interact to shape human actions. A key concept is self-efficacy, an individual's belief in their ability to perform tasks and manage future situations as in line as Bandura (1997). High self-efficacy helps individuals view challenges as manageable, while low self-efficacy can lead to feeling overwhelmed. In healthcare, communication apprehension (CA), or anxiety about interacting with others, influences self-efficacy by affecting confidence and



focus of research, alongside related concepts like unwillingness to communicate and reticence, which this variable is correlatively the effective communication issue being discussed.

The findings in Alaa & Faisal's research specifically indicate that gifted students generally exhibit low levels of communication apprehension in interpersonal contexts such as communicating with friends and strangers, suggesting that these interactions are not perceived as challenging. However, communication with acquaintances demonstrated a negative association with apprehension, implying that frequent and positive interactions strengthen perceived competence and reduce anxiety. In contrast, public speaking was positively associated with communication apprehension, indicating that gifted students experience heightened anxiety in evaluative or high-stakes contexts, likely due to lower self-perceived competence in such situations.

These results support McCroskey's theoretical model, which emphasizes the role of perceived competence in shaping communication behavior, and are consistent with prior research Dilbeck et al., (2009) showing similar contextual variations among student populations. Overall, the findings suggest that communication apprehension among gifted students is context-dependent, influenced by perceived competence and prior communicative experiences.

Sadoughi & Hejazi (2024) found that a consistent positive relationship was identified between growth language mindset and willingness to communicate

(WTC) in second language (L2) learning. Learners who perceived their language abilities as improvable tended to approach communication as an opportunity for development rather than a source of anxiety. This belief fostered higher confidence and self-regulation, leading to greater engagement in communicative interactions

In this research, willingness to communicate (WTC) is closely linked to second language (L2) proficiency and remains a prominent topic within educational psychology. The acquisition of a second language has increasingly drawn attention to the role of Growth Language Mindset (GLM) in influencing various learning outcomes, particularly WTC an essential indicator of success in language education.

Namaziandost et al., (2024) demonstrates that psychological constructs, particularly learner autonomy, academic engagement, and willingness to communicate, play crucial roles in shaping language learning outcomes. Overall, studies revealed that learners with higher autonomy tend to display stronger motivation, perseverance, and self-regulated learning behaviors. These learners are more proactive in managing their own progress and demonstrate greater confidence in communicating in the target language.

Academic engagement also emerged as a significant factor influencing second language development. Learners who actively participate in class activities, value their learning experiences, and maintain positive relationships with teachers and peers show higher levels of



self-efficacy and language grit. Engagement fosters a sense of belonging and relevance, helping students perceive learning as meaningful and achievable.

Across studies, willingness to communicate (WtC) was found to be closely linked to both learner autonomy and engagement. Learners who feel supported within their academic environment are more likely to take communicative risks and participate in classroom interactions. Positive learning experiences, supportive teachers, and constructive peer relationships were consistently reported to strengthen learners' confidence and reduce communication anxiety.

The findings in Clayton et al., (2019) indicated that effective communication among nurses, patients, and caregivers during end-of-life (EOL) care is closely related to nurses' levels of burnout and employment-related stress. Although burnout levels were generally low, nurses experiencing greater burnout perceived themselves as less effective communicators. While causality cannot be inferred, these results align with prior studies suggesting that burnout may stem from emotionally intense relationships developed with patients and families in EOL settings.

Similarly, higher nursing stress was associated with reduced self-perceived communication effectiveness. The most prominent sources of employment-related stress were *Patient Death and Dying* and *Workload*. Conversations about death and dying contributed significantly to stress levels, particularly among hospice nurses who encounter patient death frequently.

Furthermore, workload stress was attributed to varying patient caseloads and disease acuity, highlighting the lack of standardized staffing guidelines for hospice nurses. The National Hospice and Palliative Care Organization (NHPCO) recommends individualized evaluation of caseload models and monitoring staff turnover as indicators of workload stress.

Maciel et al., (2025) reveal the prevalence of common mental disorders (CMDs) among university professors in this study was 27.6%, consistent with prior studies reporting rates between 19.5% and 29.9%. These findings underscore a high occurrence of mental health-related complaints within this occupational group. CMDs were associated with increased work-related demands, frequent stressors, and poorer physical quality of life. The social and economic implications of CMDs are significant, including absenteeism and greater use of healthcare services.

The data collection occurred during the COVID-19 pandemic, a period characterized by abrupt pedagogical transitions from face-to-face to remote teaching, which likely exacerbated mental health strain. Professors experienced heightened levels of anxiety, sleep disturbances, alcohol consumption, and reduced quality of life due to increased workload, technological challenges, and fear of infection. These findings highlight the pandemic's role in aggravating preexisting occupational stressors and mental health vulnerabilities among educators.

A significant association was observed between CMDs and likely dysphonia, aligning with previous



evidence linking mental distress with vocal strain among professors. Emotional factors such as anxiety and depression were found to negatively affect vocal quality, self-assessment, and speech performance. Professors with CMDs frequently report hoarseness, dry throat, and vocal fatigue symptoms, often related to inadequate vocal techniques, dehydration, and poor working conditions. The study also identified a relationship between CMDs and voice symptoms related to mask use during the pandemic. Professors reported difficulties being heard, coordinating breathing and articulation, and increased vocal effort due to muffled sound and loss of facial cues. These challenges contributed to vocal discomfort and potential behavioral dysphonia. Furthermore, impaired interpersonal communication, whether due to mask use in in-person settings or reduced engagement during remote teaching, was associated with poorer self-perceived interpersonal competence and increased emotional strain. The absence of social interaction and nonverbal feedback in virtual teaching environments further compromised professors' communication, job satisfaction, and mental well-being.

Table 1

Articles pass the *Systematic Literature Review Process*

Researchers	Published Year	Subject	Sources
Kevin Wombachera, Nancy Grant Harringtona, Allison M. Scotta, Donald W. Helmea, Catherine	2019	170 Child and Adolescent Psychiatrists	Science Direct
Sara Alaa, Sanaa Majoul, Faisal	2025	300 Male & Female Gifted students	ResearchGate Sevier
Majid Sadoughi, S. Yahya Hejazi	2024	392 Iranian L2 students chosen by a multi-stage cluster	El Sevierr
Ehsan Namaziandost, Fidel Çakmak, Tahereh Heydarnejad, Afsheen Rezai	2024	387 EFL Students	El Sevier
Margaret F. Clayton, Eli Iacob, Maija Reblin, Lee Ellington	2019	181 Nurses	Elsevier
Caroline Azevedo Maciel, Adriane Mesquita de Medeiros, Letícia Caldas Teixeira	2023	322 university professors	Science direct

**Tabel 2**

The results of Literature Review

Researchers	Summary of Findings	Context and Subject	Empirical Results
Kevin Wombachera, Nancy Grant Harringtona, Allison M. Scotta, Donald W. Helmea, Catherine	Communication Apprehension, Self-Efficacy, Mediation	<i>Health (Psychiatrist)</i>	Findings suggest that Child and Adolescent Psychiatrists CAPs' confidence is shaped by their communication history. A bad experience can lead to long-term hesitation, while positive discussions may boost self-efficacy. Therefore, training programs for CAPs should not only focus on technical knowledge but also on improving communication confidence through experience-sharing and practical strategies, such as avoiding stigmatizing language. Furthermore, the study notes that communication apprehension may also influence how CAPs approach other sensitive topics (e.g., self-harm, risky sexual behavior).
Sara Alaa, Sanaa Majoul, Faisal	Communication Apprehension & Self-Perceived Communication Competence	Education (Gift Students)	The findings indicate that gifted students exhibit a statistically significant level of perceived communication competence (SPCC) across multiple contexts, including interactions with strangers, friends, acquaintances, and in public settings. The results also demonstrate that gifted students experience communication apprehension (CA), with males and older students



(17–18 years) reporting higher levels of apprehension. Correlation was found between SPCC and CA, implying that individuals who perceive themselves as communicatively competent while “public speaking” positively predicted it, whereas “talking to strangers” and “talking to friends” showed no significant effects. Overall, these results underscore that gifted students’ communication behaviors are context-dependent and influenced by self-perception, situational factors, and the interplay between competence and apprehension.

**Majid Sadoughi,
S. Yahya Hejazi**

Willingness to
Communicate,
Growth
Language
Mindset,
Learning
Experience &
Risk Taking

Education

Research findings indicate that Goal Language Motivation (GLM) exerts a direct and positive influence on Willingness to Communicate (WtC) among second language learners. This relationship is mediated by linguistic risk-taking, highlighting the role of affective factors in facilitating communicative engagement. Furthermore, the association is moderated by learners’ second language (L2) learning experiences, which serve as a key motivational factor shaping communication behavior. These results underscore the complex interplay between motivational, affective, and experiential factors in influencing



**Ehsan
Namaziandost,
Fidel Çakmak,
Tahereh
Heydarnejad,
Afsheen Rezai**

Willingness to
Communicate,
Self-Esteem,
Grit

Education

learners' willingness to engage in communication, emphasizing that effective language learning is contingent not only on motivation but also on learners' readiness to take communicative risks and the quality of their learning environments.

In the context of English as a Foreign Language (EFL) learning in Iran, Learner Autonomy (LA) was found to significantly influence students' Willingness to Communicate (WtC), Foreign Language Learning Self-Esteem (FLLSE), and L2 Grit (L2G). The findings provide empirical evidence supporting a strong and positive relationship between LA and all three constructs. Specifically, higher levels of LA empower learners to take responsibility for their own learning, thereby enhancing their readiness and confidence to engage in communication using the target language. Furthermore, both Learner Autonomy (LA) and Academic Engagement (AE) emerged as significant predictors of WtC, FLLSE, and L2G. These results underscore the pivotal role of affective-motivational factors in foreign language learning, particularly in localized educational contexts, and call for pedagogical interventions that nurture learner



			autonomy and engagement to optimize communicative outcomes.
Margaret F. Clayton, Eli Iacob, Maija Reblin, Lee Ellington	Self-Perceived Communication, stress, life events & burnout	Health (nurse)	Perceived communicative competence is significantly associated with levels of burnout and psychological stress, particularly within the emotionally charged context of end-of-life care, where sensitive and complex conversations are routine. Consequently, communication training programs grounded in the real-world experiences and contextual challenges faced by hospice nurses are considered essential to improving the quality of interactions with patients and caregivers, while also supporting the psychological well-being of healthcare professionals working in emotionally demanding environments.
Caroline Azevedo Maciel, Adriane Mesquita de Medeiros, Letícia Caldas Teixeira	Common Mental Disorder, Self-Perceived Interpersonal Communication, Vocal Symptom	Education (Professor)	The study identified a notably high prevalence of common mental disorders (CMDs) among university professors, reaching 27.6%, which highlights a concerning level of psychological distress within the academic profession. These mental health conditions were found to be significantly associated with self-reported vocal symptoms, including vocal discomfort and suspected dysphonia. The co-occurrence of mental health challenges and vocal issues suggests a bidirectional relationship, wherein psychological



strain may exacerbate vocal difficulties, and ongoing vocal discomfort may, in turn, contribute to emotional distress. This highlights the importance of integrated health approaches that address both psychological well-being and vocal health in academic settings.

Figure 1. *Figure Title*

Summary of Findings

Across the six studies, communication confidence, anxiety, and self-perceived competence consistently interact to shape communicative outcomes across diverse contexts, including clinical practice, education, and workplace settings. Anxiety or apprehension—whether in Child and Adolescent Psychiatrists addressing sensitive topics, gifted students engaging in public speaking, or nurses discussing difficult clinical issues—consistently moderates the relationship between prior experience and communication effectiveness, with higher anxiety reducing confidence and willingness to communicate. Self-perceived competence or skill perception emerges as a key mediator, enhancing communication confidence, reducing apprehension, and promoting strategic engagement in both familiar and high-stakes contexts. Learner autonomy, academic engagement, and willingness to communicate similarly interact, with supportive and emotionally positive environments strengthening motivation, resilience, and communicative

confidence. Across professional, educational, and healthcare settings, repeated positive experiences and structured support improve perceived competence, lower anxiety, and facilitate effective communication, whereas negative experiences or high-stakes contexts exacerbate apprehension. These patterns highlight the cross-contextual importance of fostering perceived competence, psychological support, and risk-taking in communication to enhance both confidence and willingness to engage. Overall, the evidence underscores that communication effectiveness is highly context-dependent, shaped by the dynamic interplay of competence, anxiety, and engagement across social, educational, and professional environments.

CONCLUSION

The reviewed studies, communication confidence, anxiety, and self-perceived competence consistently emerged as interrelated constructs influencing communicative outcomes in diverse psychological and professional



contexts. Evidence indicated that communication apprehension or anxiety moderates the relationship between prior communicative experience and performance effectiveness, with higher anxiety levels associated with lower confidence and reduced willingness to communicate. Studies involving gifted students, nurses, and child and adolescent psychiatrists reported similar trends, suggesting that apprehension negatively impacts communication behavior regardless of the specific setting.

Self-perceived communication competence was identified as a key mediating variable that enhances communication confidence and mitigates apprehension. Participants with higher self-perceived competence demonstrated greater communicative adaptability, higher self-efficacy, and stronger engagement in both interpersonal and public communication situations. In educational and clinical environments, repeated positive communicative experiences and supportive interactions were associated with increased perceived competence and reduced anxiety. Conversely, exposure to negative or high-stakes situations heightened apprehension and diminished confidence.

Additionally, findings highlighted the influence of contextual and psychosocial factors—such as learner autonomy, emotional climate, and institutional support—on communication outcomes. Studies consistently showed that environments fostering psychological safety, empathy, and open dialogue enhanced motivation and resilience, thereby improving communicative

performance. Collectively, the reviewed evidence indicates that communication effectiveness within psychological, educational, and healthcare settings is context-dependent and shaped by the dynamic interplay of competence, anxiety, and confidence.

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