

A STUDY OF TOASTMASTERS SPEAKING CLUB'S MEMBERS
IN DEVELOPING SELF-CONFIDENCE
BY OVERCOMING FEAR OF PUBLIC SPEAKING

A MASTER'S PROJECT

BY

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Presented in partial fulfillment of the requirements
for the Master of Arts Degree in Business English for International Communication
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การศึกษาการพัฒนาความเชื่อมั่นในตนเองโดยการเอาชนะความกลัวต่อการพูดในที่ชุมชน
ของสมาชิกโทสแมสเตอร์คลับ

บทคัดย่อ

ของ

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การศึกษาค้นคว้าครั้งนี้แสดงให้เห็นถึงความสำคัญของการพูดในที่ชุมชน และปัจจัยที่
โทสแมสเตอร์คลับทำให้ผู้เข้ามาเป็นสมาชิกพัฒนาความเชื่อมั่นในตนเองในการพูดในที่ชุมชน
วัตถุประสงค์หลักของการศึกษาในครั้งนี้คือ เพื่อศึกษากรรมวิธีที่ส่งผลให้สมาชิกพัฒนาการพูด
ในที่ชุมชนและความเชื่อมั่นในตนเอง โดยใช้แบบสอบถามเป็นเครื่องมือในการวิจัย
กลุ่มตัวอย่างคือสมาชิกโทสแมสเตอร์คลับจำนวน 32 คน

จากการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามแสดงให้เห็นว่า

- 1) ปัจจัยที่โทสแมสเตอร์คลับทำให้ผู้เข้าร่วมเป็นสมาชิกคือ การพัฒนาความเชื่อมั่นในตนเอง
การพัฒนาบุคลิกภาพ รวมถึงการพัฒนาทักษะในการสื่อสารและทักษะในการเป็นผู้นำ
- 2) วิธีการของโทสแมสเตอร์คลับที่มีผลส่งเสริมความเชื่อมั่นในตนเองต่อการพูดในที่ชุมชนคือ
การฝึกทักษะการพูดโดยที่ไม่มีการเตรียมตัวมาก่อน การประเมินผลการพูด การทำหน้าที่ในหลาย
บทบาทในการเป็นผู้ดำเนินการประชุมของคลับ การพูดที่มีการเตรียมตัวมาก่อน และ บรรยากาศของ
การเรียนรู้ที่เป็นกันเอง

จากการศึกษาค้นคว้าพบว่าผู้ที่เข้าร่วมเป็นสมาชิกโทสแมสเตอร์คลับได้เล็งเห็นถึง
คุณประโยชน์จากการพูดในที่ชุมชนซึ่งมีผลทำให้สมาชิกได้พัฒนาความเชื่อมั่นในตนเองและ
บุคลิกภาพ

A STUDY OF TOASTMASTERS SPEAKING CLUB'S MEMBERS
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BY OVERCOMING FEAR OF PUBLIC SPEAKING

AN ABSTRACT

BY

SALIN CHERNRUNGRUANGHIRAN

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Salin Chernrungruanghiran (2006). *A Study of Toastmasters Speaking Club's Members in Developing Self-Confidence by Overcoming Fear of Public Speaking*. Master's Project, M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakarinwirot University.

Project Advisor: Asst. Prof. Dr. Amporn Srisermbhok.

This study investigates the importance of public speaking and the factors that Toastmasters Club use to make people join the club and develop their self-confidence when performing public speaking. The objective of the study is to find out how the members master public speaking and develop self-confidence. The research tool was a set of questionnaires. The subjects were thirty-two members of Toastmasters Clubs. A set of questionnaires were collected and analyzed. The findings of the study were the followings.

1. Factors that make the members join the club were developing self-confidence, personality, communication skills and leadership skill.

2. Factors offered by Toastmasters Club in helping its members develop self-confidence when performing public speaking were table topics or quick thinking session, speech evaluation, performance roles in conducting club's meeting, prepared speech session and positive learning environment.

The study showed that Toastmasters Club's members see advantages of public speaking which motivated and encouraged them to develop their self-confidence and personalities.

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The Master's Project Committee and Oral Defense Committee have approved
this Master's Project as partial fulfillment of the requirements of the Master of Arts
Degree in English of Srinakharinwirot University.

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CHAPTER 1

INTRODUCTION

Background

Public speaking is an art of communication concerning expressing knowledge and sharing ideas among speakers and audiences. Good public speaking comes from a realistic expectation of success based on good practice and a psychological factor: self-confidence. Lacking self-confidence is considered a crucial obstacle for most speakers to succeed in public speaking. The lack of self-confidence is demonstrated by anxiety, nervousness and physical symptoms like shaking, rapid heart beat or forgetting something to say. All these happen to speakers while they are in front of many people.

The fear of public speaking is a specific type of anxiety. It shows in two major ways. The first is mental. During a speech it can take the form of thinking highly negative thoughts and the inability to concentrate on speech making. The second and most easily recognized speech anxiety is physical (Brydon; & Scott. 1997: 55). Mental and physical anxiety interacts with one another. What happens to us physically and mentally when we are stimulated by an audience includes changes experienced when we are afraid (Eisenson; & Boase. 1975: 310).

Many people spend their lives avoiding speaking in front of groups of people because of excessive nervousness or apprehension. This is a self-defeating behavior that holds back their careers and often seriously damages their self-esteem. Increased effectiveness and confidence in oral communications serve a person well in many areas beyond presentations. McMartin (1995) mentioned that personality is the developing system of distinctive emotional,

cognitive and spiritual attributes that manifest themselves in the individual's characteristic behavior at any point in the life course. Development is the most significant term of concept of personality. The term "developing" is used to make explicit the idea that a person's future self may be organized in ways quite different from his or her past self.

Possible selves are our imagined ideas of what we hope to become and what we fear we might become. McMartin (1995) also remarked that the crucial element of any goal is its concrete meaning for the individual. A goal will have an impact on behavior to the extent that an individual can personalize it by building a bridge of self-representations between one's current state and one's desired or hoped-for-state. Thus a close and unavoidable connection exists between a person's particular goals and his or her present self-concept.

Many top presenters have learned to control their nervousness. They have greatly benefited by doing so. Those who can overcome fear of public speaking will also gain a great sense of achievement, especially in business, career advancement and social life. However, many people avoid speaking in front of other people although they see crucial benefits of public speaking.

Statement of the Problem

Everyday people confront situations like giving information, developing personal relationships, selling products, satisfying customers, working in teams, instructing people and solving disputes. All these situations require communication skills, especially speaking skill. Speaking is most often used in our daily lives. In order to present out ideas, thoughts and other information, we need to have good presentation skills. However, the communication will not be effective when the appearance or personality of the communicator is distracting or disturbing. Brilliant ideas are worth when they are expressed by good communicators.

Leaders and executives at all levels rank public speaking skill as a top need. They have many opportunities to build their business by addressing groups, whether in sales presentations, seminars or talks before members of their community. Public speaking is one of the most important skills required. Public speaking skill is directly related to leadership and social ability. It is an art of influencing, persuading and convincing people. Presentation skills are crucial to success. People with strong communication skills will likely become more confident in other areas of their lives as well.

Great speakers like Martin Luther King, Winston Churchill and John F. Kennedy were all applauded as outstanding speakers because their ideas and their messages were effectively expressed. Their speeches are often quoted and are still remembered years and years later. They influence people through public speaking. If people want to promote their own ideas, if they want others to listen to them, if they want to get recognition, they have to master public speaking.

However, many people avoid speaking in front of others. The main reasons are lacking speaking experience, knowledge and unfamiliarity with audience. Most people rarely speak formally to an audience. They feel that others are better speakers than themselves or that they know more about the topic. Their nervousness comes from self-consciousness. They worry about their voice and image. They worry about forgetting what they want to say. They fear of looking foolish by other people. People who have this fear can experience all kinds of symptoms: sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

The researcher sees a great need for public speaking in our everyday life, especially in today's competitive business. Despite the obvious benefits of good public speaking skill, the truth is that most people rank public speaking a fate worse than death (Lucas. 1995: 8). Nervousness is their barrier. Therefore, overcoming public speaking fear is very useful for everyone.

Studying public speaking helps build self-confidence. People who feel comfortable when speaking in front of others have a greater sense of self-confidence, a feeling of respect for themselves and others, and generally have a solid feeling of accomplishment. There are only some people who are gifted or talented in speaking. Most public speakers are made, not born. Public speaking is a learned skill, developed like other skills, with practice and guidance. However, not everybody can master public speaking. Therefore, the researcher needs to investigate and explore more about the factors affecting self-confidence development in order to master public speaking.

Objectives of the Study

This study serves two objectives:

1. To investigate how Toastmaster members master public speaking
2. To find out what can eliminate fear of public speaking

Research Questions

The research questions are as follows:

1. What are the elements that make Toastmaster members join the club?
2. What are crucial factors that help them feel confident when performing public speaking?

Significance of the Study

Public speaking is a skill that is really worth learning; however, most people consider it as a common source of stress. Many of them would like to avoid this problem entirely, but it is hard to do. To effectively deal with any type of stress, they first have to learn what causes their stress and how to gain self-confidence in order to eliminate their fear of public speaking.

Scope of the Study

This study focused on the crucial factors that help develop self-confidence. The researcher applied related theories concerning human psychology to find out what causes the lack of self-confidence and in what ways self-confidence can be cultivated.

The samples of this research were thirty-two members of Toastmasters Club. The researcher selected Toastmasters Club because it is a public speaking club, a place where people can develop, sharpen their speaking skills and overcome fear of public speaking by affording practice and training in art of public speaking and leadership training workshops which in turn foster self-confidence and personal growth. It is a nonprofit organization. Membership is affordable. Club members will meet weekly to learn and practice public speaking techniques. The average club meeting lasts approximately two hours. There is a mixture of ages, sex, educational background and careers of people who join this club. They are Thais and foreigners. They have to deliver their speech in English.

The researcher investigated the members who were foreigners. Most foreigners look confident when sharing their opinions with others and did not hesitate to ask questions if they did not clearly understand something. Nevertheless, many of them felt nervous when speaking in front of others even they spoke in their own language. This inspired the researcher to find out why they chose to join this club, what motivated them to this club and how the club developed their confidence. The researcher focused on both male and female foreigners who have joined the club for one to three years. The range of their ages is between twenty to fifty years.

Methodology and Data Collection

A qualitative approach was involved in the method of the study and analysis. All data came from both primary and secondary sources. Primary data were collected from questionnaires distributed to the randomly selected thirty-two members of Toastmasters Club. Secondary data source were collected from textbooks focusing on human psychology and public speaking.

Expected Outcomes of the Study

The study attempted to analyze the causes of speech anxiety, barriers of public speaking and crucial factors affecting self-confidence improvement. The conclusion of this study demonstrated the factors that eliminated the speakers' lack of confidence to overcome their fear of public speaking.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter consists of seven major sections as follows:

1. Functions of the self
2. Importance of self-confidence
3. Barriers to grow self-confidence
4. Factors effecting self-confidence development
5. Importance of public speaking
6. Steps to overcome public speaking fear
7. Related previous researches

1. Functions of the Self

When we refer to a person as having a strong ego, or when we compliment someone for having a good personality, what we are really implying is that the person's self is functioning effectively. In other words, we are saying that those elements which make up an individual's personality are capable of (1) maintaining interpersonal security by achieving a balance between conflicting forces; (2) maintaining self-esteem by enhancing the individual's feelings of worth and adequacy; while (3) maintaining effective contact with reality by continuously updating his or her appraisal of the world based on new perceptions. The ideal self represents the self we would like to be and often includes the concept of being perfect. The expectations of this ideal self are constantly being compared with actual achievements or the performance of the real self. The healthy person will attempt to "actualize" the

real self—that is, direct his or her energy toward realizing the self's greatest potential (Poduska, 1980: 76-77).

Personality

Personality is the basic set of characteristics which marks off one person from another. It is what one person is “like” as compared with anyone else. Each personality is unique—no one is exactly like anyone else. Each personality is dynamic; each is based on certain inherited characteristics which grow, mature, and modify because of the experiences to which the person is subjected throughout his life. Personality is conceived as the hypothetical entity which manifests itself in interpersonal relations.

Self-Image

Gray (1945) mentioned that self-image is as a premise, a base, or a foundation upon which your entire personality, your behavior, and even your circumstances are built. When the self-image is intact and secure, you feel good. When it is threatened, you feel anxious and insecure. He also mentioned that the starting point for both success and happiness is a healthy self-image. A poor self-image manifests itself in poor physical appearance and bearing. The construction of a positive self-image that self-image modification is a step by step process toward success in terms of individual wishes and expectations. Gray said, “To help discover the qualities of a healthy self-image, I poll participants in my seminars, professionals themselves, to find out what they consider important. Repeatedly, the qualities that rated highest: self-confidence, expertise, responsibility, and motivation”. Poduska (1980) indicated that an individual's self-image is based on the way he or she perceived by others and may lead to defensive measures should the impressions threaten the adequacy and worth of the individual.

The Need of Identity

The need of identity refers to the need for recognition, respect, and self-esteem. However, recognition often takes the form of hero worship, respect is often confused with an admiration for power, and self-esteem is often measured by how closely one imitates the latest styles of dress and behavior. It often appears as if the image we project to others is more important than the image we have of ourselves (Poduska. 1980: 78). Today's psychologists stress the potential for growth that is believed to exist in each individual. The formation of a self-concept is based on one's level of self-esteem, self-acceptance, and self-confidence.

Self-Efficacy Theory of Albert Bandura

Albert Bandura is a Canadian psychologist who works on self-efficacy and social learning theory. A major focus of Bandura's theorizing addressed the extraordinary symbolizing capacity of humans. Bandura's concept of self-efficacy refers to expectation to have the capability to reach goals. Self-efficacy is belief of having the behavioral skills needed for success in a particular situation.

Self-efficacy may be affected by many factors including past performance, observation of others, emotional state and factors relating to the situation (Wilkinson; & Campbell. 1997: 129). Poduska (1980) viewed that self-efficacy has been found to be very significant in protecting us from stress.

Self Theory of Carl Rogers

Carl Rogers was an influential American psychologist and the founder of the humanist approach to psychology. His lifetime of research and experiential work focused on demonstrating the psychological conditions for allowing open communication and empowering individuals to achieve their full potential. His Self theory stresses that the basis for an individual's personality is the desire to realize his or her potentialities. The fully functioning person described by Rogers is quite similar to Abraham Maslow's self-actualizing person. Both theorists advocate personal growth as prerequisite for achieving a healthy personality. Roger's theory emphasizes a relatively uncomplicated need for self-acceptance, a need for positive regard.

2. The Importance of Self-Confidence

Self-Confidence is a sense of certainty that one's own personality is honest, capable and fulfilling. Self-confidence is generally found to be highest among those who have high self-esteem. If you have low or diminished self-esteem, bolstering your self-confidence will help immeasurably (Glass. 2006: Online). Self-confidence is based upon our belief that we have the right motivation, knowledge, and skills to reach our goals. The best kind of self-confidence is to know that we have the basic motivation and ability to learn in any situation. Gray (1945) mentioned that confidence, rated the number one quality respected in a professional, is an attitude of certainty. Degree of self-confidence varies from person to person. Since each person is shaped by different

influences, we must be able to feel self-confident and have the assurance that we are capable of coping with situations regardless of the circumstances. Mental health is achieved primarily through the resolution of these conflicts. Once this peace is attained, the energy which once existed in the form of anxiety and depression can then be diverted to self-realization and growth. Self-confidence is arguably one of the most important things you can have. Self-confidence reflects your assessment of your own self-worth. It will play a large part in determining your happiness through life.

Leech (1982) stated that increased effectiveness and confidence in oral communications serve a person well in many areas beyond presentations. Meeting, training, committees, personnel coaching and appraisal, leadership in professional societies, political or civic activities—all extensively involve oral skills.

1. Barriers to Grow Self-Confidence

Anxiety

Anxiety is the word we give to feelings of fear and uncertainty usually accompanied by physical symptoms such as butterflies in the stomach, perspiring and unsteadiness.

Whenever we experience tension or fear, our body responds by restricting the flow of blood to the extremities and by increasing the flow to the heart, vital organs and the brain. Our heartbeat increases, our respiration rate changes and our hands get cold (Brydon; & Scott. 1997: 55).

Stress associated with assuring the survival of one's reasons to go on living, spiritual beliefs, hope in the future, or self-esteem can be more difficult than attempting to assure the survival of

one's means to go on living, job, home, or food supply. The absence of such reasons, in itself, can be a source of great stress and often creates a feeling of emptiness within the individual. The level of stress experienced is often directly proportionate to the difference perceived between how things should be, will be, or used to be, and how things actually are.

Source of Anxieties

Poduska (1980) mentioned that a common source of anxiety is ego involvement, or concern for how one might be perceived by others as a result of having made a particular decision. No one wishes to appear a fool. The first and most immediate source of anxiety is perception of and reaction to the situation. If a situation is perceived negatively, the arousal feeling as an unpleasant will be perceived. This increases the probability of arousal exceeding the optimal levels as a person becomes more and more anxious, further pushing physiological arousal level.

Brydon and Scott (1997) wrote that speech anxiety refers to the feelings of discomfort that people experience before, during or even after speaking in public. The causes of speech anxiety are varied and complex. It is clear that those who have low self-esteem are apprehensive about speaking in front of people. The reason most people get anxious when required to speak to a group is that they are afraid of looking foolish or stupid in front of many of their peers and important people. They are afraid that their mind will go blank or that their lack of speaking skills will lower the opinion others have on them. Being humiliated can destroy a person's ego and confidence.

Shyness

Shyness is a sign of low self-esteem. The shyness factor affects the speaker-audience dynamic, not only from the standpoint of the speaker, but also by the amount and quality of responses generated by the audience. Shyness can be overcome by encouraging the audience by asking questions like "Does anyone have questions for me?" or "what questions do you have?"

Fear of Failure

A survey conducted in 1973 asked more than 2,500 Americans to list their greatest fears. To the surprise of the researchers, the largest number of people – 41 percent – listed speaking before a group among their greatest fears. By contrast, only 18 percent included death as one of their greatest fears. Amazing as it may seem, many Americans appear to consider public speaking a fate worse than death (Lucas. 1995: 8). People are nervous because they are concerned about what the audience are going to think of them, rather than being concerned about what they are going to say to the audience. (Leech. 1982: 222). The need for achievement seems to have the greatest fear of failure. The fear of failure seems to be closely related to primary drive reduction, when failure to obtain food or drink can mean death or physical pain. With regard to secondary drives, failure to obtain a goal can mean disappointment, frustration, and emotional pain. Therefore, the fear of physical or mental pain can motivate strong avoidance responses. The sense of having failed to realize one's full potential is often a source of anxiety, conflict, and stress (Poduska. 1980: 101).

Effects of Fear

What happens to many people is that--even before they start speaking--their hearts start beating faster and their mouth gets dry. Some may even get nauseous or feel like fainting. Once the person starts talking, the heart keeps beating rapidly and the person may hear his or her voice tremble. The legs or even the whole body may start shaking. The person may also stutter or start speaking rapidly.

4. Factors Affecting Self-Confidence Development

Quilliam (2003) stated that inner confidence results in a relaxed and focused physiological state. It also works the other way round: if body language is confident, the mind will follow suit. Curiosity, enthusiasm, and exploratory activities, both mental and physical, are encouraged, the child will develop a strong sense of industry and feelings of self-confidence. Gray (1945) said, "Developing self-confidence requires that you know that you're unique, that you have strengths and weaknesses and that you are a person who can command respect. Begin by deciding what type of person you consider yourself to be. Ask yourself, what makes you stand out from the crowd?" He mentioned that self-confidence can be built at any age and begins with willingness for some healthy self-examination.

Motivation

Motivation is the desire to act in order to reach goals. Motivation is the key, the spark of life within us that can be fanned into flame by exciting goals, satisfying performance, and

rewarding achievement. It is an inner process which fuels itself, once we have begun with the initial step of personal goal setting.

Paul J. Mayer, President of the Success Motivation Institute International, Inc. offers a five-step formula that has helped many remain motivated.

1. Crystallize thinking. Set a definite goal with a definite time limit for its achievement.
2. Make a concrete plan for attaining goals. Write it down.
3. Develop a burning desire to reach goals. Make an exhaustive list of every possible benefit to be derived from reaching goals.
4. Make a study of one person, or several people, who have already achieved success. Note in particular the qualities that have made them successful. List their qualities and compare the list with your own.
5. Create a force of iron-willed determination that will blast all obstacles from the path. Make determination so strong that it will eliminate any situation or circumstance.

Drive is the desire or state of arousal. A person experiences after having been deprived of something desired or wanted. The drive is the motivating force behind a behavior. Drives are sometimes thought of as energizers. They are the energy force that can cause a person to take action. Without an innate or learned drive, deprivation alone would be meaningless. Drives which are innate are called "primary drives". They deal with (1) the survival of the individual (hunger, thirst, temperature, sleep, avoidance of shock and pain); (2) the optimal development of the

individual (physical contact, sensory stimulation and variety, manipulation); and (3) the survival of the species (predispositions toward sexual and maternal behaviors). Drives were explored from the standpoint of social needs, such as the need for achievement cited by Henry Murray and researched by David McClelland. The fear of failure and the fear of success were also explored in conjunction with Freudian and humanistic theory. The need to belong and the need to be loved were presented, with emphasis on social instincts, and the importance of caring and devotion. These needs were found to be closely affiliated with the need to feel important and to experience recognition for one's efforts (Poduska. 1980: 114). The relative strength of the motivation must be inferred from the behavior. One means of determining this strength is by estimating the amount of effort put forth in an attempt to satisfy a drive.

Setting Realistic Goals

Anxious speakers often report that they are afraid because they believe that they must be perfect and they must be the best. No one is perfect. A common source of anxiety for speakers, especially inexperienced ones, involves the goals they set of themselves. Goal setting is probably the most effective way of building self-confidence. People who have goal setting are able to prove to themselves that they are able to perform and achieve effectively. They will see, recognize, enjoy achievement, and feel real self-worth in that achievement (Brydon; & Scott. 1997: 55, 65). The first and most immediate source of anxiety is your perception of and reaction to the situation you face. If you perceive a situation negatively, you will perceive the arousal you feel as unpleasant. This increases the probability of arousal exceeding the optimal levels as you become more and more anxious, further pushing your

physiological arousal level. A common source of anxiety for speakers, especially inexperienced ones, involves the goals they set of themselves (Brydon; & Scott. 1997: 55). A great deal of the stress in people's lives is due to the frustration of having achieved goals which were substitutes for what they really wanted.

Creative Adjustment

Adjustment means going backward, returning to the familiar, fearing to risk, and doing what one is supposed to do. It was shown that hope and individual fulfillment are vital to attaining satisfactory adjustment. Creative adjustment can play an important role in the development of a well-adjusted personality. Creative adjustment often means doing things for the first time, developing new interests, and being autonomous. Rather than merely wishing to be able to fly an airplane, play the piano, or speak a foreign language, an adjusted person learns how to do these things. Regardless of age, marital status, or economics, a way is found to achieve the desired goal. In addition, the problems of adjusting to the social changes that are taking place in today's world examined. It was shown that hope and individual fulfillment are vital to attaining satisfactory adjustment. The individual's ability to accommodate or resist change was scrutinized from the standpoint of attaining a balance between the need for stability and the need for change (Poduska. 1980: 24,26).

Need for Achievement

Achievement motivation refers to the desire to do things well, overcome obstacles, to do things better. A person high in achievement motivation tends to choose more difficult tasks than a person low in achievement motivation, because they want to find out more about their ability to achieve.

Poduska (1980) mentioned that the need for achievement, or the desire to meet some internalized standard of excellence, is one category in Murray's list of psychogenic needs **(see Table 1)**. He was a psychologist who developed a theory of motivation throughout the 1930s, 40s, 50s, and 60s. A major assumption of Murray's theory was that behavior is driven by an internal state of disequilibrium. In other words we sense a lack of something and this drives us. We are dissatisfied and we desire something. His list of psychogenic needs is one of the techniques he developed in an attempt to measure the need to achieve was a projective test using four cards. The cards have pictures of men working, a father and son, a boy at a desk, and a boy daydreaming. After having been shown one of these cards, the subject would be asked to tell a story based on the content of the picture. The relative strength of a person's need to achieve could be ascertained from an analysis of the stories.

Table 1: Murray's list of psychogenic needs

Need	Themes
Achievement	To strive to earn a large income. To attain honors and awards through outstanding achievements. To rival and surpass associates.
Affiliation	To have a close friend. To please many people. To work closely with another, or on a team.
Counteraction	To strive anew in the face of failure. To overcome humiliation by taking strong positive action. To seek constantly to overcome weaknesses in oneself. To seek obstacles and difficulties to surmount.
Deference	To admire and support an older sibling, parent, friend. To praise, honor, or eulogize a boss, teacher, and hero. To yield eagerly to the influence of a friend, partner, parent. To imitate the example of a model such as one's boss.
Dominance	To control one's environment by making things suit one's plan. To influence or direct the behavior of friends, classmates, parents. To take charge of situations: leader, boss, director, persuader. To persuade, to restrain, to direct, to control others.
Exhibition	To make an impression on members of the opposite sex. To fascinate, shock, entertain, intrigue people perceived as significant. To draw attention to oneself through appearance and behavior.

Abraham Maslow's Theory

Abraham Maslow was an American psychologist. He is mostly noted today for his proposal of a hierarchy of human needs. He coined the term "Self-Actualization" as the pinnacle in the hierarchy of human needs. He summed up the concept as: "A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. This is the need we may call self-actualization. It refers to man's desire for fulfillment, namely to the tendency for him to become actually in what he is potentially: to become everything that one is capable of becoming". Maslow says there are two processes necessary for self-actualization: self exploration and action. The deeper the self exploration, the closer one comes to self-actualization.

Maslow proposed that an innate drive toward self-actualization exists in every individual; that is, one has a need to realize one's greatest potential. He mentioned the need for esteem relates to the individual's desire for self-respect, self-esteem, self-confidence, achievement, and knowledge. Self-actualization needs focus upon the realization of one's own potential. They deal with desire for self-development and self-fulfillment and quest for creativity.

Erasing Failure

Confident people all share one simple mental strategy. They concentrate on success but allow memories of failure to fade. By all means note where they went wrong, but do not dwell on mistakes, or become depressed by them. Simply concentrate on what would have been a better way to act. Then erase the negative feeling by telling themselves that failure is in the past and they are now confident people.

Belief in the Potential for Growth

Poduska (1980) referred that Maslow used the term “self-actualizing” to the potential for growth that exists within each individual. The term “self-realization” is also used with reference to growth potentials, but it tends to emphasize the need of first knowing oneself well before attempting to fulfill specific capabilities and talents. Connellan (1978) mentioned that ego needs are met on the job by recognition given for the work well done; by opportunities for accomplishment, achievement, and independence of action. Self-actualization is met on the job by giving an individual the opportunity to realize his or her full potential. People at this level of need gratification are generally engaged in a continual program of self-development and find that the job itself provides its own intrinsic rewards. Gray (1945) stated that self-actualization is magical, the chance to grow into what you want to be.

Today’s psychologists stress the potential for growth that is believed to exist in each individual. The formation of a self-concept is based on one’s level of self-esteem, self-acceptance, and self-confidence.

Positive Thinking and Attitude

Gray (1945) indicated that surveys repeatedly rate public speaking as a number one fear among Americans. How is the fear of public speaking overcome? First, a few butterflies in the stomach before a speech may be healthy. A bit of fear provides the adrenalin flow needed to get you through. A major part of the fear comes from the fear of being judged by others as a failure. A positive attitude helps.

Look for Opportunities to Gain Speaking Experience

Lovin and Casstevens (1971) mentioned that skills are learned by doing. If you want to learn a skill, you start by doing it, and you keep doing it. When this state of proficiency is attained and the performance of the task becomes habitual, it is said that you have learned the skill. Brydon and Scott (1997) proposed that to build up public speaking experience, seeking out opportunities to speak is required. Carnegie (1956) stated that “one thing is certain: the accepted way to learn to swim is to plunge into the water”. One of the most frequent requests among people taking speech classes is for help in controlling or overcoming this tension when they communicate.

The learning process consists of four consecutive steps:

Step 1. A person must sense in some way that he lacks something that he needs.

This may be a bit of knowledge, a skill, a habit, or a developed ability to control oneself in order to perform more efficiently or at a higher level.

Step 2. A person must understand precisely what it is that would fulfill his need.

Step 3. A person must really want—intellectually and emotionally—and decide to obtain the knowledge, skill, habit, or ability.

Step 4. A person must act to acquire this knowledge, skill, habit, or ability, and he must continue to act until he does require it.

Groups influence

An audience in public speaking class is a good support for people who want to practice speaking. Most of them are scared to death of public speaking as well, so they truly want

attendants to succeed. Moreover, they will feel better in this comfort zone. Langer mentioned that most theories of personality development and adjustment acknowledge that individual development and behavior can be influenced by others (Poduska. 1980: 223). The need to belong involves more than merely being in the presence of others. It involves a need for evidence that one is accepted and approved of by the group, and it requires that the individual adjust to the habits and standards of the group. Furthermore, the need to belong requires conviction--a firm belief in what full membership in the group represents, such as

the belief in the principle of fidelity that accompanies the sense of belonging experienced within a marriage, the belief in the importance of heritage and neighborliness upon becoming a member of an established community, or the belief in confidentiality and prudent conduct when accepting membership into an elite organization (Poduska. 1980: 104).

Extending Confidence Range

Develop self-image as someone who succeeds and aim within achievable range is the way to build a sense of inner competence and achievement. Keep extending the range of things in life; broadening experience that helps confidence development (Quilliam. 2003: 40). Albert Bandura summarized much of the growing on the relationship of self-efficacy to other personality variables. For example, people with high self-efficacy persist longer at a task in the face of obstacles, are more inclined to anticipate successful future outcomes, are better able to "turn off" negative thoughts associated with potential failure, and are more likely to enter risky situations in which they might fail even though they feel just as anxious as their low self-efficacy counterparts. Obviously, these are characteristics one associates with high self-esteem.

Social Appearance

Having social skills helps people get more sociable and confident and do not feel threatened or insecure in unfamiliar situations. One of the most thorough investigations into the field of secondary or social needs was conducted by Henry Murray who developed “personology”, a psychological approach to “the scientific study of the total person”. Through this approach, Murray attempted to gain an understanding to the “totality of motivational forces: which influence human behavior. In so doing, he divided needs into two major classes: primary needs and secondary needs. Murray concentrated his research efforts in the area of primary needs. These were qualities of an individual’s personality that could be strongly influenced by social pressures. The social needs for love, belonging, achievement, and importance take on more complex forms as people grow older. Physical and neurological limitations along with social competence and emotional stability can often play as important role in the development of personal interests as the nature of the stimulation in the environment.

5. The Importance of Public Speaking

Aiken (1931) mentioned that a face-to-face communication is the most effective, except when the appearance or personality of the communicator is distracting or disturbing. Leech (1982) wrote that the most brilliant idea is worth until it is expressed. How well it is expressed can be as significant to its acceptance and implementation as the idea itself. A person can carry around all sorts of terrific insights, knowledge, and analytical capability, but none of it does until it is communicated fundamentally through speaking.

Leaders in many fields rank presentation skills as a top need and also lament the quality of the skills they actually find. Presentations not only are essential to the achievement of the goals of the enterprise; they are extremely important avenue for career advancement. Executives at all levels and professionals find the ability to speak well in public. Good public speakers are more apt to do well in a job interview or a presentation to colleagues at work. Learning to be a good public speaker is something that will be useful throughout lifetime.

Kurtus (2002 : Online) said, "Speaking is an important method for communicating knowledge and expressing ideas. It is a primary medium for presenting and selling products and ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as your personal life. Being a person and speaker of high character is important to your relationship with other people, your career and your own self-worth". Gray (1945) mentioned that William Agee, Chairman of the Board at Bendix, illustrates the importance of good public speaking ability—in the last year he has made at least fifteen speeches. He represents the top-level executive in the public eye, and the broad range of the speeches he shows the important role Bendix plays in creating the right corporate image. Business leaders of many large and small corporations are expressing opinions on topics of direct and indirect concern to their corporations.

An effective speaking voice goes a long way toward establishing a credible professional image. Professional find their job demands include conversing face to face, leading meetings, and addressing large and small groups, and that good speaking ability is a necessity. Langston (2001 : Online) said that the ability to persuade is intrinsically linked to the ability to speak and equally to write. Whether in a democracy, authoritarian regime, business, non-profit or government,

a leader to be effective, must develop the ability to persuade.

Speaking Stages

Srikorakoch Tothabthim (1999) stated that Decker gave four stages of speaking that involve the ways people act when they participate in speech communication. He said that all communicators are in one of these four stages as follows:

Stage 1 The non-speaker

People at this level avoid “public” speaking in all circumstances. The emotion of people at this level is one of terror. In general, they will not present themselves or their ideas in public because of having great fear and anxiety. Their interpersonal communication skills tend to be low, and they generally work in jobs that do not require speaking skills.

Stage 2 The occasional speaker

People at this level reluctantly accept speaking assignments. They almost never volunteer. However, they reorganize that they must be able to present their ideas if they want to be successful in something. They will speak when necessary. Their fear is inhibiting, but not debilitating. This is the easiest stage to advance to by practicing the act of speaking.

Stage 3 The willing speaker

Fear is not a problem at this level. The emotional set here is one of tension. These speakers have learned to use emotions positively. They will speak exactly what they think, even though they might offend someone in business meetings. In general, they are willing to put themselves forward although they sometimes have to improve themselves. However, people at this stage still have some nervousness.

Stage 4 The leader

Speaking stimulates people in this stage. They are driven to present themselves and their ideas because they know they will reap the benefits later on. The leaders are literally “speaking for a living” by motivating their people and speaking up and out in all situations. Their speaking is inspired by their roles in business as leaders.

6. Steps to Overcome Public Speaking Fear

Leech (1982) mentioned that many people spend their lives avoiding speaking before groups because of excessive nervousness or apprehension. This is a self-defeating behavior that holds back their careers and often seriously damages their self-esteem. He indicated that speaking success is also self-feeding. Each success makes the next step easier, particularly if positive feedback goes with the successes and excessive self-flagellation is avoided with the flops. Realistic expectations, an ability to roll with the punches and a sense of humor will serve speakers well as they work toward more participation, comfort, and effectiveness in oral-communication situations.

There are several steps or tricks to use to overcome the fear of making a mistake or looking foolish when speak to a group:

6.1 Be Well-Prepared

One of the best ways to avoid making foolish mistakes is to be well-prepared before speaking to a group and to know what to talk about, who will speak to and under what conditions. When speakers are well prepared, chances of failure are greatly reduced. They feel more relaxed and sure of themselves. They need to know exactly what they are going to

talk about. This doesn't mean to memorize exactly they plan to say. Rather, it is to have a good outline of facts and information that they will talk about. It is good to be aware of what type of audience they will be speaking before. This will give them an idea of the subject matter and tone of speech. If they are speaking before some important people or at an important event, that fact may increase their anxiety. But it is good to know up front, so that they can properly prepare for the occasion.

6.2 Practice Speech

Speakers should practice their speech many times before giving it. Even if they know material very well, practice is extremely important. The more they give a talk, the more automatic it becomes, the more meat it can have, and the more confidence they have in their abilities to give the speech. Gray (1945) wrote that it is essential to practice, again and again, Use a tape recorder or a video recorder if possible. Form a team with someone else interested in improving, and evaluates each other. Put techniques to work on the job; speak before groups as often as possible. For personalized evaluation and guidance, enroll in public speaking class.

Use a Mirror

Stand before a full-length mirror and run through the talk a minimum of six times. Observe your image in the mirror for facial expression, eye contact, and gestures. You've practiced enough when you can concentrate of your reflection rather than on what you're saying. This is good to do, because speakers must concentrate more. You also get an idea of

how you look when speaking. Finally, if you must refer to notes, it allows you to practice eye contact with the audience.

Record Practice

Another way to practice is using a tape recorder. This forces speakers to avoid pausing to try to remember things. It also allows them to play the speech back to study how they sound, their phrasing, and the content of the material.

Use a Friendly Audience

Practice before friends. This is a very important way to practice, because it is getting closer to the "real world" of speaking to a group. Even an audience of one person is good for this type of practice.

6.3. Have a Backup

The main thing to worry about is forgetting what speakers are going to say next. This can happen even if they've done extensive practicing of the speech. It is good to have a speech outline on a few sheets of paper or on 3 X 5 cards. Speakers can refer to them in case they have a mental lapse. Referring to their notes is certainly acceptable to an audience, as long as they are not reading a speech word-by-word from a script.

6.4. Reduce Fear of Audience

The more important the audience or the occasion, the greater fear can be. Speakers do not want to look like a fool in front of the bosses at work, peers, or even friends and

relatives. Gray (1945) mentioned that fear of your audience eases with pre-speech thoughts about who they are and what they're expecting from you. You should know in advance as much as possible about the audience.

Speakers have to realize that the audience is usually on their sides. The audience wants to hear what speakers are going to say. Before giving speeches, think of the audience as caring, friendly people who want to hear they speak. It is just like talking to friends. The positive image should relax in a good frame of mind. The audience will also read their body language and respond accordingly.

6.5. Relax Before Speaking

When speakers are introduced to speak, take three breaths to settle down before getting out of chairs. When they go up to the lectern, thank the person who introduced them and then count to 10 before start speaking. This will allow the audience to get settled and ready to hear them. It also is a way they are showing that they are now in control. It is not easy to do, because they have to look at the audience and panic may settle in. But if they have made all the preparations, they can be sure of themselves and deserve to be in control of the situation. It is a good feeling.

7. Related Previous Researches

Self-Efficacy Theory of Bandura, Self Theory of Rogers and Maslow's Theory as mentioned above were used as a potential framework for this study. Moreover related research concerning public speaking anxiety reduction, psychological variables relating to learning achievement and factors developing self-confidence were investigated as follows:

Lewis-Holmes (1997) did a dissertation entitled "Reducing Public Speaking Anxiety for Community College Students: The Effects of A Combination Anxiety Reduction Technique on Trait and State Anxiety". Trait and state anxiety were examined by using community college students enrolled in a basic speech communication course. A significant interaction was found in physiological activation, an important direct manifestation of state anxiety commonly experienced as irregular heart beat, dry mouth, sweaty palms, and feelings of exhaustion. The findings showed that the students in the treatment group who spoke in the second week had lower anxieties than did the control group.

In addition, the study of Rungrong Ngamsiri, entitled "An Analysis of Causal Relationship on Variables Influencing Test Anxiety of Mathayom Suksa VI Students, Bangkok Metropolis", shows that the variables significantly direct effect on test anxiety was negative thought and academic self-efficacy. Study habit, academic self-concept, and perceived parent's expectation also had significantly indirect effect on test anxiety. The variables significantly total effect on test anxiety was negative thought, academic self-efficacy, study habit, academic self-concept, and perceived parent's expectation.

The research undertaken by Banhan Rajamanee, on “Relationships Between Personal Characteristics, Work Expectancy Motivation and Job Satisfaction of Secondary School Teachers in Educational Region III” supports that when teachers who have high level of work expectancy motivation, they have self-pride, friendliness from colleagues, have opportunity to develop their skills and abilities, have more chances to accomplish work, get respect from colleague and freedom in working and emphasize also the correlation of the work expectancy motivation and job satisfaction.

Pataraporn Jeenkool (2004) did a study entitled “Relationships Between Personal Factors, Achievement Motivation, Organizational Support, and Career Success of Professional Nurses, Governmental University Hospitals” which showed that career success and organization support of professional nurses in governmental university hospital were at the middle level ([Mean] = 3.45 and 3.49, respectively). Achievement motivation of professional nurses in governmental university hospital was at the high level ([Mean] = 4.34). Achievement motivation and organization support were positively and significantly related to career success of professional nurses at the .05 level ($r = .21$, $p < .05$ and $r = .62$, $p < .05$, respectively).

Setting realistic goals is an effective way to get achievement. This is supported by a research entitled “Effects of Goal Setting Training on Intrinsic Interest and Achievement in Mathematics of Mathayom Suksa II Students” by Sutheera Nimitniwat. The research shows that students who set proximal goals obtained significantly higher scores on intrinsic interest than those set distal goals and no goals. Students who set proximal goals obtained significantly higher scores on achievement in mathematics than those set distal goals and no goals.

Nopporn Tasnaina (1993) selected factors such as age, level of skills, experience, importance of the match, confidence in coach, fitness, readiness of training, goal of competition, previous competition and test outcomes, fear, competition environment, difficulty of success, expectation of success, self-confidence, somatic anxiety, and cognitive anxiety. All these factors directly affected their achievement in sport competition.

Moreover, Bubpha Yooyued's study, entitled "Effects of Group Guidance on the Self-Esteem of Students in Mathayom Suksa I", indicates that the students who joined in group guidance activities would have a higher self-esteem than the students who did not. It shows that group influence is one of the factors affecting human behavior.

According to Nittaya Wongleekphai's study, entitled "Effects of an Encounter Group on The Self-Esteem of Adolescents". The instrument of this study was the Coopersmith Self-Esteem Inventory, adult form (1984) to measure self-esteem. The result indicated that the experimental group participating in an encounter group would show a higher self-esteem than the control group.

Sujai Tangsongsawat (1989) also supported that people who underwent peer group have a significant increase of self-esteem by her research entitled "Use of Peer Group Helper for Increasing Self-Esteem of Mathayom Suksa V students".

Parnitarn Wongsasuluk (2004) did a research entitled "Verbal Communication in Public Speaking of 6-12 year-old Thai Children" to investigate general characteristics of the children's verbal communication, to identify related problems, and to provide guidelines associated with the means to improve the children's verbal communication personality in public speaking. Results of the study indicated that the children needed to be improved on language usage and encouraged to develop more confidence and more positive attitudes toward public speaking.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology of the research. It is divided into 5 sections: population of the study, procedures, questionnaire, data collection and data analysis.

The details will be clarified as follows:

I. Population

The target sample of this study consisted of thirty-two members of Toastmasters Club, a speaking club that provides speaking and leadership skills for people. The selected members consisted of both male and female. The researcher focused on those who were foreigners and had joined the club for more than six months to three years. The range of age was between twenty to fifty years. They had different background of education and occupation. The club's members were willing to give the useful information for the study.

II. Procedures

The primary data in this study came from questionnaires distributed to thirty-two members of Toastmasters Club. The researcher distributed questionnaires to those members. In order to save cost and time, the questionnaires were sent to those members via E-mail with the cooperation from the President of TRAFS Toastmasters Club, Soi Sathorn 1.

III. Questionnaire

The questionnaire was the instrument of this research. It covered the objectives of the research and is divided into three parts:

Part I: General information about respondents

This part contains questions regarding to the personal information of the respondents; gender, age, occupation, educational achievement, period of time joining the club and self-confidence rate before and after joining the club

Part II: Measurement of what motivates the members to join the club.

Part III: Measurement of what club members rate as the most crucial factors helping develop self-confidence and overcome fear of public speaking

IV. Data Collection

The questionnaires were distributed in June 2006. Toastmasters club's members were induced to complete the questionnaire via E-mail. The researcher collected the questionnaires within two weeks. Afterward, those questionnaires were verified and then analyzed.

V. Data Analysis

After receiving all completed questionnaires, the researcher gathered information into categories and compared among them. Percentage was used for calculating and analyzing the data. Table charts were illustrated the scores rating the respondents' answers.

All results were analyzed in accordance with the research problems and related theories.

CHAPTER 4

FINDINGS

This chapter presents the findings of the data analysis, consisting of narration and tables.

Three main sections are divided to present: 1) general information of respondents, 2) an analysis of factors motivating the members to join the club, and 3) an analysis of factors developing club members' self-confidence and how they master public speaking.

Part I: General Information of Respondents

Thirty-two copies of questionnaires were distributed to thirty-two members of Toastmasters Club. The respondents' information was shown in TABLE 1.

TABLE 1 Profile of Respondents

General Information	Number	Percentage
1. Sex		
Male	18	56.25%
Female	14	43.75%
2. Age		
20 – 30	8	25.00%
31 – 40	12	37.50%
41 – 50	12	37.50%

TABLE 1 (Continued)

General Information	Number	Percentage
3. Educational Achievement		
Certificate	0	0.00%
Bachelor's Degree	21	65.62%
Master's Degree	11	34.38%
4. Occupation		
Employee	22	68.75%
Business owner	7	21.88%
Teacher	3	9.37%
5. Period of time joining the club *		
More than six months to one year	10	31.25%
More than one year to two years	6	18.75%
More than two years to three years	7	21.88%
More than three years	9	28.12%
(* The members joined the club two hours a week.)		
6. The rate of self-confidence of the members before joining the club		
Excellent	0	0.00%
Good	5	15.62%
Fair	19	59.38%
Poor	8	25.00%
7. The rate of self-confidence of the members after joining the club		
Excellent	8	25.00%
Good	22	68.75%
Fair	2	6.25%
Poor	0	0.00%

As seen in TABLE 1, the respondents were 18 males and 14 females. Their age levels were categorized between 20 years old up to 50 years old; 20-30 years old are ranged at 25%, 31-40 years old at 37.50% and 41-50 years old at 37.50%. There were bachelor's degree at 65.62% and master's degree at 34.38%. Their occupations were employees at 68.75%, business owners at 21.88% and teachers at 9.37%. The period of time they had joined the club was classified as more than 6 months to 1 year at 31.25%, more than 1 year to 2 years at 18.75%, more than 2 years to 3 years at 21.88% and more than three years at 28.12%. The rates of their self-confidence before joining the club were classified as excellent at 0%, good at 15.62%, fair at 59.38% and poor at 25%. After joining the club, their rates of self-confidence were excellent at 25%, good at 68.75%, fair at 6.25% and poor at 0%.

According to the general questions, it showed that most members, both male and female at different ages and educational backgrounds considered public speaking important, especially businessmen. Most of them are employees. It can be implied that public speaking is an essential tool which enhances their job performances and personal growth.

Part II: Factors motivating the members to join the club

Factors that motivate the members to join the club are shown as follows:

Club's Reputation

Toastmasters International is a non-profit organization. The first Toastmasters club was established on October 22, 1924, in Santa Ana, California, by Dr. Ralph C. Smedley, who conceived and developed the idea of helping others to speak more effectively. The objective is to afford practice and training in the art of public speaking and to promote sociability and good fellowship among its members.

Friend's Inducement

Word of mouth can inspire and encourage people to join the club.

Cheap Cost

The Toastmasters program is cost-effective, especially when compared to seminars charging hundreds of dollars per day. There is a U.S. \$20 new member fee which covers the costs of manuals and booklets and \$27 dues every six months. Clubs may also assess local dues to cover local expenses.

Convenient Location

In Bangkok, Toastmasters clubs are located in many areas for the members to visit such as Bangkok Club at Indra Regent Hotel, Capitol Toastmasters Club on Sukhumvit Road, Laemthong Club at Sofitel Hotel, Thai Airways International Club at Thai Airways Head Office building, and TRAFS Toastmasters Club at Soi Sathorn 1.

Unique Speaking Arena

An atmosphere of professional camaraderie makes Toastmasters club a unique learning environment—informal, yet dedicated to learning.

Friendly Atmosphere

Through participation in the Toastmasters program, people from all backgrounds learn to effectively speak, conduct meetings, manage a department or business, lead, delegate and motivate. Most members join Toastmasters with specific objectives in mind.

Teaching Method / Workshop as Club Meeting

The club has the key role in the success of the meeting. The primary duty of Toastmasters is to ensure a well-run, up-beat meeting and act as a genial host to smooth the transition

between program participants. Members will work on the art of introductions and lectern etiquette following to the club agenda.

Leadership and Communication Skill Training

Club members build leadership skills by organizing and conducting meetings and motivating others to help them. Club leadership roles and a leadership development program also offer opportunities to learn and practice. Just as Toastmasters members learn to speak simply by speaking, they learn leadership by leading.

Self-Confidence and Personality Development

The members must speak in front of groups, make presentations, share ideas to others, or face microphones. This method can help them develop their self-confidence and improve their personalities.

Monthly Magazine

In addition to the various educational materials available through the Toastmasters International, members receive monthly magazine, "Toastmasters".

Speaking Awards and Certificates

Toastmasters provide recognition for specific accomplishments consisting of two tracks – a communication track and a leadership track. Members can earn awards in each track. The communication track award progression features the Competent Toastmaster (CTM), Advanced Toastmaster Bronze (ATM-B), Advanced Toastmaster Silver (ATM-S) and Advanced Toastmaster Gold (ATM-G). The leadership track award progression includes Competent Leader (CL), Advanced Leader (AL). The Distinguished Toastmaster (DTM) remains the highest award.

Speech Contest with Other Club Branches

Toastmasters offers several different speech contests in which members can participate as contestants or as officials. The biggest contest is the annual International Speech Contest, which culminates in the contest finals held during the Toastmasters International Convention in August.

The respondents were asked to rate factors that motivate them to join the club.

The data were summarized as shown in TABLE 2.

TABLE 2 Factors motivating the members to join the club

Factors motivating the members to join the club	Rating				
	Strongly Agree	Agree	Are Undecided	Disagree	Strongly disagree
Club's Reputation (Percentage)	6 (18.75%)	13 (40.62%)	10 (31.25%)	3 (9.38%)	-- (0%)
Friend's inducement (Percentage)	8 (25.00%)	15 (46.88%)	7 (21.88%)	1 (3.12%)	1 (3.12%)
Cheap cost (Percentage)	6 (18.75%)	12 (37.50%)	6 (18.75%)	7 (21.88%)	1 (3.12%)
Convenient location (Percentage)	14 (43.75%)	11 (34.37%)	4 (12.50%)	3 (9.38%)	-- (0%)

TABLE 2 (Continued)

Factors motivating the members to join the club	Rating				
	Strongly Agree	Agree	Are Undecided	Disagree	Strongly disagree
Unique speaking arena (Percentage)	11 (34.38%)	11 (34.38%)	6 (18.75%)	3 (9.37%)	1 (3.12%)
See improvement of people who have joined the club (Percentage)	10 (31.25%)	12 (37.50%)	10 (31.25%)	-- (0%)	-- (0%)
Friendly atmosphere (Percentage)	12 (37.50%)	13 (40.62%)	7 (21.88%)	-- (0%)	-- (0%)
Teaching method / workshop as club meeting (Percentage)	4 (12.50%)	19 (59.38%)	7 (21.87%)	2 (6.25%)	-- (0%)
Communication skill training (Percentage)	16 (50.00%)	9 (28.13%)	6 (18.75%)	1 (3.12%)	-- (0%)
Leadership skill training (Percentage)	11 (34.38%)	13 (40.63%)	7 (21.87%)	-- (0%)	1 (3.12%)
Self-confidence development (Percentage)	18 (56.25%)	13 (40.63%)	1 (3.12%)	-- (0%)	-- (0%)

TABLE 2 (Continued)

Factors motivating the members to join the club	Rating				
	Strongly Agree	Agree	Are Undecided	Disagree	Strongly disagree
Personality development (Percentage)	12 (37.50%)	16 (50.00%)	2 (6.25%)	-- (0%)	2 (6.25%)
Monthly magazine (Percentage)	2 (6.25%)	12 (37.50%)	9 (28.12%)	6 (18.75%)	3 (9.38%)
Speaking awards and certificates (Percentage)	3 (9.38%)	6 (18.75%)	9 (28.12%)	11 (34.37%)	3 (9.38%)
Speech contest with other club branches (Percentage)	2 (6.25%)	7 (21.87%)	10 (31.25%)	10 (31.25%)	3 (9.38%)

In **TABLE 2**, most of the members strongly agreed that the factors motivating them to join the club were self-confidence development at 56.25%, communication skill training at 50%, convenient location at 43.75%, friendly atmosphere and personality development at 37.50%, unique speaking arena and leadership skill training at 34.38%, see improvement of people who have joined the club at 31.25%, friend's inducement at 25%, club's reputation and cheap cost at 18.75%, teaching method/workshop as club meeting at 12.50%, speaking awards/certificates at 9.38%, monthly magazine and speech contest with other club branches at 6.25%

TABLE 3 The responses of percentage that the members rated as “strongly agree”.

Factors motivating the members to join the club	<u>Percentage</u>
Self-Confidence Development	56.25%
Communication Skill Training	50.00%
Convenient Location	43.75%
Friendly Atmosphere	37.50%
Personality Development	37.50%
Leadership Skill Training	34.38%
Unique Speaking Arena	34.38%
See Improvement of people who have joined the club	31.25%
Friend's Inducement	25.00%
Club's reputation	18.75%
Cheap Cost	18.75%
Teaching Method / Workshop as Club Meeting	12.50%
Speaking Awards and Certificates	9.38%
Monthly Magazine	6.25%
Speech Contest with Other Club Branches	6.25%

In **TABLE 3**, the researcher focused only on high responses of percentage for “strongly agree”. It showed the most satisfactory factors that motivate most of the members to join the club.

Part III: Factors helping develop self-confidence and master public speaking

This part represents factors that the club offers to members as the followings:

Prepared Speech Session

This session will be a preparation to present speeches that based on the projects in the club manuals. Each speech project designed to develop speaking skills step by step. The first is “The Ice Breaker” speech. In subsequent speeches the members will learn the importance of organization, speech purpose, proper word usage, body language and vocal variety.

Table Topics (Quick Thinking) Session

The purpose of the Table Topics session is to help members improve their abilities to “think and speak on their feet” and to give spontaneous responses. In this session, members will have an opportunity to present one- to two-minute impromptu speeches.

Humorously Speaking Session

The purpose of this session is to reduce tension, motivate an audience and help an audience remember what the speaker said. The telling of jokes or humorous anecdotes even while delivering a speech on a "serious" subject matter could help the speaker break the ice and help put the audience at ease.

Speech Evaluation

After each speech, the speaker will receive an evaluation. The purpose of the evaluation is to help the speaker become less self-conscious and be a better speaker. If the speaker uses a technique or some gesture that receives a good response from the audience, the speaker will be encouraged to use it again.

Friendliness of Peer Group

The members help and encourage one another in a friendly way to succeed in speaking.

Support from Peer Group

At Toastmasters, members learn by speaking to groups and working with others in a supportive environment. Each meeting gives everyone an opportunity to practice speaking.

Positive Learning Environment

Speaking club is a place that people who join feel comfortable because they have the same purpose to practice speaking.

Perform Many Roles in Conducting Club's Meeting

Club members learn public speaking by participating. During club meetings, they will participate in many roles; the President, Toastmasters of the Day, Table Topics Master, General Evaluator, Speech Evaluator, Timekeeper, Grammarian, and Ah Counter and each one is a Learning experience.

Grammatical Error Report

This will offer the correct usage by reporting on creative language usage. Throughout the meeting, grammarian will write down any awkward use or misuse of the language (incomplete sentences, sentences that change direction in midstream, incorrect grammar, etc.).

Ah Counter's Report

When speaking, most people often say "um" or "ah" or "mm" while they pause to think of what to say or how to say it. In a conversation, this is normal and acceptable. However, in public speaking, this is concerned as unprepared and stalling for time. The purpose of ah counter is to note inappropriate words and sounds used by anyone who speaks during the meeting.

Timekeeper's Report

The purpose is to keep track of time. Speaking within time limits is an important skill for Toastmasters. The timekeeper helps speakers develop this skill by turning on the green, amber and red timing lights as appropriate during the presentations, and providing a report at the end of the meeting. The timekeeper will record each speaker's name and time used. Speakers can practice speech within a specific time. This exercise is excellent for practicing communication instructions.

The respondents were asked to rate what factors that help them develop self-confidence and master public speaking. The data were summarized as shown in TABLE 3.

TABLE 4 Crucial factors helping develop self-confidence and master public speaking

Factors developing self-confidence and master public speaking	Rating				
	Strongly Agree	Agree	Are Undecided	Disagree	Strongly disagree
Prepared speech session	20	12	--	--	--
(Percentage)	(62.50%)	(37.50%)	(0%)	(0%)	(0%)
Table Topics session	22	9	--	1	--
(Percentage)	68.75%	28.13%	(0%)	(3.12%)	(0%)
Humorously speaking session	8	15	9	--	--
(Percentage)	(25.00%)	(46.87%)	(28.13%)	(0%)	(0%)
Speech evaluation	21	10	1	--	--
(Percentage)	(65.63%)	(31.25%)	(3.12%)	(0%)	(0%)

TABLE 4 (Continued)

Factors developing self-confidence and master public speaking	Rating				
	Strongly Agree	Agree	Are Undecided	Disagree	Strongly disagree
Friendliness of peer group (Percentage)	11 (34.38%)	17 (53.12%)	4 (12.50%)	-- (0%)	-- (0%)
Support from peer group (Percentage)	10 (31.25%)	19 (59.38%)	2 (6.25%)	1 (3.12%)	-- (0%)
Positive learning environment (Percentage)	20 (62.50%)	10 (31.25%)	2 (6.25%)	-- (0%)	-- (0%)
Perform many roles in meetings (Percentage)	21 (65.63%)	9 (28.12%)	2 (6.25%)	-- (0%)	-- (0%)
Grammarians' report (Percentage)	6 (18.75%)	15 (46.88%)	6 (18.75%)	4 (12.50%)	1 (3.12%)
Ah counter's report (Percentage)	10 (31.25%)	10 (31.25%)	10 (31.25%)	2 (6.25%)	-- (0%)
Timer's report (Percentage)	6 (18.75%)	11 (34.38%)	10 (31.25%)	4 (12.50%)	1 (3.12%)

TABLE 4 shows factors that most of the members strongly agreed in helping develop self-confidence and master public speaking. They were table topics (quick thinking) session at 68.75%, speech evaluation and perform many roles in conducting club's meeting at 65.63%, prepared speech session and positive learning environment at 62.50%, friendliness of peer group

at 34.38%, support from peer group and Ah counter's report at 31.25%, humorously speaking session at 25%, grammarian's report and timekeeper's report at 18.75%.

TABLE 5 The responses of percentage that the members rated as "strongly agree".

Factors developing self-confidence and master public speaking	<u>Percentage</u>
Table Topics (Quick Thinking) Session	68.75%
Speech Evaluation	65.63%
Perform Many Roles in Conducting Club's Meeting	65.63%
Prepared Speech Session	62.50%
Positive Learning Environment	62.50%
Friendliness of Peer Group	34.38%
Support from Peer Group	31.25%
Ah Counter's Report	31.25%
Humorously Speaking Session	25.00%
Grammatical Error Report	18.75%
Timekeeper's Report	18.75%

In **TABLE 5**, the researcher focused on high responses for "strongly agree" in percentage. It showed the most satisfactory factors that helped the members develop self-confidence when performing public speaking.

The findings show percentage of table topics or quick thinking session, speech evaluation, performing many roles in conducting club's meeting, prepared speech session and positive learning environment at high level. Most of the members strongly agreed that the above mentioned are factors that support them to cultivate self-confidence and develop their public speaking skills and abilities.

CHAPTER 5

CONCLUSION

In this chapter, the analyzed data are discussed according to the objectives of the study as described in the previous chapter. This chapter is divided into three sections: conclusion, discussion of the study and recommendation for further study.

I. Conclusion

This research investigated the factors that motivated the members to join the club and the factors that helped develop their self-confidence and master public speaking. In conducting this research, the researcher asked the following questions; (1) What are the elements that make the members join the club? And (2) What are crucial factors that help them feel confident when performing public speaking?

The findings are as follows:

Research Question 1: What are the elements that make the members join the club?

The results showed factors that make them join the club. Most of them strongly wanted to develop their self-confidence, personality, communication skill and leadership skill.

Research Question 2: What are crucial factors that help them feel confident when performing public speaking?

The answers indicated elements offered by Toastmasters Club in helping its members develop self-confidence and enhance public speaking skill. They are table topics or quick thinking session, speech evaluation, performing roles in conducting club's meeting, prepared speech session and positive learning environment.

II. Discussion

From the study, public speaking is a necessary skill needed for businessmen. They want to be able to communicate confidently and effectively. Presentation skills can help develop their self-confidence, personalities, advance in their careers and improve their business. According to Abraham Maslow's theory, an innate drive toward self-actualization exists in every individual. The need for esteem relates to the individual's desire for self-esteem and achievement. The social needs for achievement are required as people grow older.

As previously stated, effective public speaking is a significant tool to achieve success in a wide range of professions. Learning to communicate well, while reducing stress and apprehension in the public's eye, has become an important field of study. In today's workplace, communication skills, especially presentation skills are crucial factors leading to successful business. Speaking ability can have the most dramatic influence on effectiveness as a leader. Great CEOs or top managers consider the importance of presentation skills. They want to convince, persuade, motivate, inspire, and lead people. The way they communicate directly impacts their careers and their value to their companies, their ability to win customers, lead their teams, and get recognition.

One of the key responsibilities for great CEOs or top managers is to develop staff. They should learn how to make the best use of information that flows through work environment, how to meet the demands for creative thinking in the workplace, how to get a group's attention and cooperation, hold people's interest, make them feel comfortable and in control and persuade them to act, how to establish a positive environment for employees and foster a climate of creativity in their companies and organizations.

Like public speaking, the art of making an effective business-meeting communication is very important. A meeting is an essential tool to drive business forward. Conducting positive meetings can advocate brainstorming, circulate the ideas, increase productivity, quality, innovation, trust, and commitment. It can motivate people to commit to group objectives.

A meeting will be productive when ideas and opinions are exchanged and discussed. One effective way to achieve productive meetings is to establish an effective communication and comfortable atmosphere where everyone feels at ease. Work environment can encourage employees to feel free to express their opinions or share ideas.

It is noticeable that public speaking can be trained. Providing presentation skills training is necessary to encourage positive interactions among employees. They will receive feedbacks on their performance, discuss ways to improve and develop further. This can help them gain the skills to increase confidence, eliminate fear and become better communicators. As mentioned by Lovin and Casstevens (1971), skills are learned by doing. Brydon and Scott (1997) proposed that to build up public speaking experience, seeking out opportunities to speak is required.

Speaking without fear or nervousness will help identify self-defeating thoughts and replace them with positive expectations. When people are confident to speak, they can establish credibility and earn respect. Although, people cannot get rid of stress, they can build self-assurance, develop inner calm and act with power. Poduska (1980) indicated that self-efficacy has been found to be very significant in protecting an individual from stress.

Self-confidence is related to motivation and ability to learn in any situation. A positive belief encourages an optimistic and positive attitude. As mentioned earlier by Gray (1945), the

positive learning system encourages optimistic and positive attitudes to public speaking. People with positive attitudes seem to speak and make more improvement. The more the speakers give speeches, the less fear and negative stress they have. Moreover, they will be able to enhance their skills as critical thinkers in many circumstances.

III. Recommendations for Further Research

Based on the findings, the following areas for further research are suggested:

1. There should be a study on other speaking clubs about their methods that help people overcome fear of public speaking and develop public speaking skills.

2. Cultural differences in public speaking should be investigated. For example, in some cultures, too much eye contact is interpreted as defiance or lack of respect whereas in western culture, eye contact is encouraged and it signifies openness and honesty. Therefore, a study of cultural differences in public speaking should be explored.

Within an organization, the purpose of the meeting is to brainstorm, circulate ideas and find out the solution. As every company knows, employees are its greatest resource. Many employees, especially in Thai companies, are either not encouraged or afraid to speak up and communicate ideas at work. Absolutely, employers are losing such valuable knowledge and ideas. In Thai context, most of the meetings are to inform or give information. It is a one-sided process. Most people dare not to speak or share any ideas at the meeting.

3. There should be a further study on psychological factors affecting human fears, especially when they have to express ideas at meetings, to investigate how their behaviors or reactions are demonstrated in order to find out what can make them master those fears.

In communication process, gestures and body language can communicate as effectively as words or maybe even more effectively.

4. Human non-verbal communication should also be explored. Facial expressions, body movement, posture and tone convey many signals. Body language tells all. Learning to be able to read non-verbal signals and interpret people' reactions in presentations or businesses will be beneficial to successful communication.

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APPENDIX

Questionnaire

This questionnaire is prepared by Miss Salin Chernrungruanghiran, a graduate student majoring in Business English for International Communication at the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. Miss Salin Chernrungruanghiran is now working on a Master's Project entitled "**A Study of Toastmasters Club's Members in Developing Self-Confidence by Overcoming Fear of Public Speaking**".

The purpose of this questionnaire is to collect information which will answer the research questions posed in the research study.

Your responses to the questions will greatly provide vital information for conducting this study. Please feel free to provide as much information as you can. Thank you for your cooperation.

Part I: Personal Information

Direction: Please fill in this questionnaire by marking ☒ the appropriate items or writing your answer in the space provided.

1. **Sex** ☐ Male ☐ Female

2. **Age**
- ☐ 20 – 30 years
 - ☐ 31 – 40 years old
 - ☐ 41 – 50 years old

3. **Education**
- ☐ Certificate
 - ☐ Bachelor degree or any equivalent degree
 - ☐ Master degree

4. **Occupation**
- _____

5. **How long have you joined the club?**
- ☐ more than six months to one year
 - ☐ more than one year to two years
 - ☐ more than two years to three years
 - ☐ more than three years

6. **How do you rate your self-confidence before joining the club?**

☐ Excellent ☐ Good ☐ Fair ☐ Poor

7. **How do you rate your self-confidence after joining the club?**

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Part II: A survey of factors motivating club members to join the club

Directions: Please rate in the space provided the degree to which each statement applies to you personally. **5 = Strongly Agree** **4 = Agree** **3 = Are Undecided**

2 = Disagree **1 = Strongly Disagree**

What makes you join this club?	5	4	3	2	1
Club's Reputation					
Friend's inducement					
Cheap cost					
Convenient location					
Unique speaking arena					
See improvement of people who have joined the club					
Friendly atmosphere					
Teaching method / workshop as club meeting					
Communication skill training					
Leadership skill training					
Self-confidence development					
Personality development					
Monthly magazine					
Speaking awards and certificates					
Speech contest with other club branches					

Part III: A survey of what are crucial factors help develop self-confidence and master public speaking

Directions: Please rate in the space provided the degree to which each statement applies to you personally.

5 = Strongly Agree 4 = Agree 3 = Are Undecided

2 = Disagree 1 = Strongly Disagree

What helps develop your self-confidence when performing public speaking?	5	4	3	2	1
Prepared speech session					
Table topics (quick thinking) session					
Humorously speaking session					
Speech evaluation / Vital feedback					
Friendliness of peer group					
Support from peer group					
Positive learning environment					
Perform many roles in conducting club's meeting					
Grammarian's report					
Ah Counter's report					
Timer's report					



A History of the Toastmasters International

The first club was formed in October 1924, when a group of men assembled by Dr. Ralph C. Smedley met in the basement of the Santa Ana, California, YMCA to form a club "to afford practice and training in the art of public speaking and in presiding over meetings, and to promote sociability and good fellowship among its members." The group took the name "Toastmasters."

A year later, a second club was started in Anaheim, California, followed by a third in Los Angeles. By 1930, it was apparent that a federation was necessary to coordinate the clubs' activities and to provide standard methods. After the formation of a club in New Westminster, British Columbia, Canada, the group became known as Toastmasters International.

Membership in Toastmasters International increased rapidly after the end of World War II, and by 1954 the number of Toastmasters clubs had approached 1,500. In 1962, World Headquarters offices were moved to a new building in Santa Ana, California, not far from where the first club began. Throughout the 1980s, Toastmasters International established itself as the undisputed world leader in public speaking training.

In 1990, World Headquarters moved to Rancho Santa Margarita, California, to accommodate rapidly expanding operations. With approximately 9,700 clubs in 70 countries, Toastmasters International is continuing its drive to make effective communication a worldwide reality.

Currently there are 15 Toastmasters Clubs in Thailand. The first club was founded in Thailand and Southeast Asia was Bangkok Toastmasters established in October 1955. e Laemthong Toastmasters Club in 1960 and, the Siam Toastmasters in 1983 followed this. Unocal Toastmasters was established in 1992 and became the first In-house Club. Subsequently Dusit Toastmasters Club was founded in 1998. 1999 was Thai Toastmasters Golden Year with the chartering of Thai Airways International Toastmasters Club and Lumpini Toastmasters Club.

At club level, Toastmasters International teaches its members the arts of speaking, listening and thinking - vital skills that promote self-actualization, enhance leadership potential, foster human understanding and contribute to the betterment of mankind.

VITAE

VITAE

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