



APPROACH TO PUBLIC SPEAKING SKILLS DEVELOPMENT IN AN EDUCATIONAL ORGANIZATION: A GROUNDED THEORY

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Abstract:

Communicating confidently and effectively before an audience is one of the skills highly desired to be developed by professionals. Hence, there is a high demand for public speaking skills development training. The purpose of this study was to generate a theory grounded from the data that explains the approach of how members of Toastmasters International (TI) develop their public speaking skills as they immerse in such educational organization. The analysis of this study was mainly guided by the systematic design of grounded theory developed by Corbin and Strauss (2008). Theoretical sampling guided the recruitment of 21 TI members as the participants of the personal interviews. A focus group discussion and researcher's observations were then utilized for a triangulated result of the study. Open coding categories were connected during axial coding and refined during selective coding to form a theory. "Four C's in Public Speaking Theory" explains the approach of how TI members develop their public speaking skills in order to transform from a novice public speaker to an expert one. The generated model can serve as a guide for the members' strategic plan in taking full advantage of the benefits that the organization offers in public speaking. This could also aid in the organization's planning and program development.

Keywords: public speaking skills, educational organization, grounded theory, Toastmasters International, Asia

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1. Introduction

A lot of people agree that speaking before a group can cause intense anxiety, distress, and negative behavioral responses (Harris, Kemmerling & North, 2002; MacIntyre & MacDonald, 1998). Most people fear committing mistakes before a big crowd. Hence, they avoid public speaking situations to save them from any humiliation or embarrassment (Hancock, Stone, Brundage & Zeigler, 2010). This public speaking anxiety may manifest with variety of symptoms such as sweating, palpitations, muscle tension, confusion, and worse diarrhea (Harris et al., 2002). Thus, the fear in public speaking or medically termed as “glossophobia” is one of the most common fears among people (Breakey, 2005; Miller & Stone, 2009; Pong, 2010) and could be even feared more than death (Dwyer & Davidson, 2012). This social phobia has already affected negatively people’s performance at work or even at school since they tend to fend off situations where they need to speak in public (Colbeck, 2011; Finn, Sawyer & Schrodtt, 2009).

As defined by Shyam and Joy (2016), public speaking is the structured way of an individual to speak directly to a group of people with an objective in mind of either informing, influencing, or entertaining them. Public speaking is one of the applications of communication skills where it is understood as the face-to-face talking of an individual to a set of listeners. These skills are needed to increase an individual’s self-efficacy in terms of social confidence (Betz, 2004). Hence, most businesses are providing training to their employees on how to communicate effectively in public since it has bearing to the company’s image (Baccarani & Bonfanti, 2015). While courses in public speaking are essential parts in school curriculum (Hancock et al., 2010).

Communication as one of the needed 21st century skills alongside with critical thinking, creativity, and collaboration should be embodied (Trilling & Fadel, 2009). Communicating effectively, one’s thoughts before a crowd is one of the skills highly desired to be developed by professionals (Batinca, Stratou, Shapiro, Morency & Scherer, 2013; Chollet, Wörtwein, Morency, Shapiro & Scherer, 2015; Jacobson, 2009). Its major benefits cut across the areas of personal, social, academic, and career aspects in life (Yu-Chih, 2008). Thus, there is a high demand for training on communication development through public speaking.

Aside from the academe which requires these public speaking courses, various institutions and organizations already offer this kind of training. One of these notable organizations focusing in public speaking is Toastmasters International (TI). It is a non-profit educational organization which helps people improve their public speaking and leadership skills through a worldwide network of clubs (Buquiran, 2014; Nordin & Shaari, 2017; Yu-Chih, 2008). It gives its members the opportunity to speak in front of others in the club which eventually enhances their confidence in talking before a crowd (Nortrup, 2001). To date, its membership already exceeds 357,000 in more than 16,600 clubs across 143 countries (Toastmasters International, n.d.a.). A noteworthy difference of the public speaking training between the academe and educational organizations such as TI is the opportunity to interact with people from different sectors of the

society. Thus, the advantage of being a member of such organization is associating, learning, and getting evaluated by people with various backgrounds, experiences and viewpoints regarding public speaking.

Everybody can join Toastmasters International for as long as they are of legal age and able to pay the membership fee (Toastmasters International, n.d.b.). With researches establishing the importance of public speaking skills to both personal and professional aspects, many people already opted to join such educational organizations (Parvis, 2001). However, despite the tailored fit program for public speaking skills development offered by the organization, many of its members are still challenged in speaking before a crowd. Mastering the art of public speaking is indeed not an overnight job. It takes consistency, time, and a lot of effort to minimize if not eliminate the negative behavioral responses manifested when talking to an audience (Chollet et al., 2015; Yu-Chih, 2008). The training entails continual speaking opportunities and criticisms or feedback from peers or experts (Levasseur, Dean & Pfaff, 2004). The organization's program may be flexible and self-paced (Watkins & Green, 2003) but consistency and openness to feedback could be valuable factors to consider. Thus, the approach of how members deal with their public speaking skills development in such educational organization deserves a close attention. Being active in the club activities through regularly attending meetings and conscientiously following its educational program could be vital factors in transforming from a novice public speaker to an expert one.

Most professionals who are caught up with their careers do not have time anymore to go back to school to continue developing these skills. Hence, they engage in educational organizations such as TI because they need an environment where they can socialize with their peers and learn at their own paces. There is a necessity then to add knowledge on how these skills are developed in educational organizations outside the academic settings. Those who are actively engaged in TI can be greatly benefited from this study. The academe can also learn from the practices of this organization that may be applicable to their public speaking courses.

The primary researcher who is a toastmaster, educator, and a public speaking enthusiast would like to generate a theory that explains the approach of how TI members develop their public speaking skills as they involve themselves in such educational organization. The theoretical underpinning that guided the conceptualization of this study is the Social Cognitive Theory by Bandura (1991). It emphasized that exercise of self-influence broadly motivates and regulates the human behavior. It discussed the interplay of factors which are the environment, personal attributes, and behavior on the studied phenomenon (Bandura, 2004; Zunker, 2009).

The results of this study could help guide future members on how they can maximize the benefits that the organization offers. It could also give more insights to the organization's planning and program development in public speaking. Hopefully with more members achieving their communication development goals through public speaking, more success stories in life will be told and eventually will serve as an inspiration to the rest of the world.

1.1 Statement of Purpose

The purpose of this study was to generate a theory grounded from the data that explains the approach of how members of Toastmasters International (TI) develop their public speaking skills as they immerse in such educational organization.

The study was guided by the central research question: How do members of Toastmasters International develop their public speaking skills during their involvement in the educational organization? The sub-questions are as follows:

- 1) What conditions are influencing the TI members in developing their public speaking skills?
- 2) How do TI members act and strategize in developing their public speaking skills?
- 3) What are the outcomes once these public speaking skills are developed among TI members?

2. Literature Review

An overview about public speaking is expounded to provide a better understanding of the importance of such skills and its effect to the development of individuals. Toastmasters International is also explained together with its educational program for public speaking known as Pathways Learning Experience. This is to let the readers understand the educational organization under study.

2.1 Public Speaking

Public speaking is the act of performing a speech in which an individual directly speaks to a group of people. The manner of delivery was structured so that it can inform, influence, or entertain the target audience (Shyam & Joy, 2016). Most of the time, convincing the audience to side an idea is the objective of public speaking. Shyam and Joy (2016) explained that there are many situations in real life where public speaking skills can help an individual in terms of career and various opportunities. It is undeniable that the benefits of good communication skills outweigh any apprehension or anxiety in speaking in public (Finn et al., 2009). The benefits may include personal growth, career advancement, and strong leadership (Chollet et al., 2015). Shyam and Joy (2016) emphasized the following strategies to become a better speaker which are planning appropriately, practicing, engaging with your audience, paying attention to body language, thinking positively, coping with your nerves, and watching recordings of your speeches. Exposing yourself to more public speaking engagements, the better you will gain confidence to yourself.

Hancock et al. (2010) emphasized that most people suffer from the fear of public speaking, or glossophobia. It is a type of social phobia resulting to fear of embarrassment or humiliation when speaking before a group of people (Dwyer & Davidson, 2012). Usually, the outcome of this speaking anxiety is avoidance of people from speaking situations done in public (Raja, 2017). This happens because people usually manifest maladaptive behaviors like shaking of knees, trembling of voice, and

being at a loss for words during presentations (Shi, Brinthaupt & McCree, 2015). This anxiety is a highly common disorder that affects the career advancement and life satisfaction of plenty of its sufferers (Colbeck, 2011; Shi et al., 2015). Though it should be realized that a lot of people are going through this emotion. Hence, a nervous speaker should not feel bad because he is not alone (Raja, 2017).

Breakey (2005) identified six aspects of public speaking that may be focused during training by individuals who wish to enhance such skills. Poor public speaking is manifested with insufficient respiratory support, infrequent use of pauses, lack of inflection, poor eye contact, use of inappropriate or meaningless gestures, and organization or structure of presentations (Breakey, 2005; Hancock et al., 2010). Batrinca et al. (2013) emphasized public speaking performances are not just about the delivery of the content, but also by the nonverbal behaviors manifested by the presenter. These include the use of gestures, facial expressions, tone of voice, and vocal variety.

Communication experts already explored various methods to help individuals particularly students fight their fear in public speaking (Finn et al., 2009). These experts are inclined to do researches in communication apprehension and public speaking anxiety because it is a topic which can help develop confident communicators (Colbeck, 2011). An example of this is a study among undergraduate students by Raja (2017) which analyze their public speaking anxiety level. He then suggested strategies to conquer this fear. Jensen and Harris (1999) explored Public Speaking Portfolio to examine if it helped students become more mindful of their eagerness to exert effort in enhancing their communication skills. A study had been conducted by Finn et al. (2009) examining if brief repeated exposure to audiences or known as exposure-based therapies are good strategies for fostering habituation during speaking performances. Another study by Shi et al. (2015) focused on examining how self-talk relates to the prevalence of communication apprehension particularly public speaking anxiety levels. These studies support that public speaking is indeed regarded as a necessary skill that needs to be developed. Many scholarly researches were already undertaken to find ways on how to improve such skills among individuals may it be a student or a professional.

2.2 Toastmasters International

Toastmasters International (TI) is a non-profit educational organization which helps people improve their public speaking skills through a worldwide network of clubs (Buquiran, 2014; Yu-Chih, 2008). It began as a series of speaking clubs organized by Ralph C. Smedley who saw a need for men in the community to learn how to speak, conduct meetings, and plan programs and work on committees (Toastmasters International, n.d.c.). To date, its membership already exceeds 357,000 in more than 16,600 clubs across 143 countries. Members of this organization need to pay semi-annual dues of \$45 and a onetime lifetime membership fee of \$20 (Toastmasters International, n.d.a.).

As shown in the TI website, its vision is to become the first-choice provider of dynamic, high-value, experiential communication and leadership skills development.

While its international mission is to empower individuals to be more effective communicators and leaders. The entire organization is guided by their core values of integrity, respect, service, and excellence (Toastmasters International, n.d.d.).

A regular Toastmasters meeting is usually scheduled at least twice in a month. The main activities of its proceedings usually include delivering prepared speeches, making impromptu speeches, and evaluating the performance of the speakers (Nordin & Shaari, 2017; Watkins & Green, 2003). Attending the first few meetings of any Toastmasters club may stir feelings of either excitement or fear. New members may even feel jitters, sweaty hands, or shaky legs when they will deliver their first few speeches (Shi et al., 2015). With Toastmasters, improving your public speaking skills is only one of its goals. Their other goals include building leadership skills, maximizing potential, enjoying unlimited personal growth, working on networking in a small and supportive environment, practicing writing speeches and presenting in a group setting, gaining a competitive advantage in the workplace, and building self-confidence and self-awareness (Toastmasters International, n.d.a.).

However, despite the benefits that members get from joining Toastmasters clubs, some members eventually become inactive by not attending club meetings anymore (Buquiran, 2014). There are various reasons for members to stay inactive for some time which could be attributed to personal or professional matters. Thus, membership retention in this organization should also be given enough attention. If more members are retained in the organization, it would give a good impression to the community which would be helpful to entice prospects for recruitment (Bassi & Polifroni, 2005).

2.3 Pathways Learning Experience

Education is an essential aspect of every Toastmaster's journey. Toastmasters International (TI) would like to provide a safe and supportive environment in every club around the world. It aims to build real world skills among its members in various disciplines. There are four guiding principles in which TI designed its educational program which are experiential learning, peer feedback, mentoring, and self-paced program (Toastmasters International, n.d.e.).

Toastmasters Pathways learning experience is the educational program tailored for its members. It is described as an exciting, flexible and interactive way of developing the communication and leadership skills that a member needs to succeed. This educational program provides the opportunity to build up to 300 unique competencies in 11 specialized learning paths available. It is accessible online and has versions in various languages (Toastmasters International, n.d.e.).

According to the TI website, an active club member can choose from the eleven specialized learning paths for his educational program which are Dynamic Leadership, Effective Coaching, Engaging Humor, Innovative Planning, Leadership Development, Motivational Strategies, Persuasive Influence, Presentation Mastery, Strategic Relationships, Team Collaboration, and Visionary Communication. These paths are designed to practice and improve the member's communication, leadership,

management, strategic planning, service to others, public speaking and more (Toastmasters International, n.d.e.).

This shows that Toastmasters International has been providing a comprehensive program not just in public speaking but also to various disciplines associated to such skills. Looking into the dynamics of the organization would give a lot of insights on how to fully develop communication skills among individuals.

3. Research Methodology

This is a qualitative study exploring the inner experience of the participants and how they formulate meanings from their perspective (Corbin & Strauss, 2008). A grounded theory approach was applied in which its purpose is to create a theory emphasizing the in-depth understanding of certain things or phenomena (Chen, 2018; Merriam & Tisdell, 2015). It provides an ordered approach in the organization of data through the use of analytic tools in building the new theory (Bowen, 2008; Shannak & Aldhmour, 2009; Zunker & Ivankova, 2011). A systematic design of grounded theory was specifically utilized which is widely applied in educational researches (Chong & Yeo, 2015; Creswell, 2012). The theory generated was grounded in the data based on the realities as perceived by participants from their experiences (Elliott & Higgins, 2012). It was inductively derived to reach well informed conclusion while maintaining denseness in conceptual development (Shannak & Aldhmour, 2009).

The theory gained from this study explains the process of public speaking development of members and may provide insights to the educational organization's planning and program development. The theory generated may help fill the literature gap regarding how such organization contribute to the improvement of public speaking skills of an individual. It may serve as guide of other existing public speaking organizations and to those who are planning to set up a new one.

3.1 Sampling Technique and Sample Size

Purposive sampling technique served as the guide in recruiting the participants of this study. The researcher was the one making decisions regarding whom and how many individuals to be included in the sample (Creswell, Hanson, Clark Plano & Morales, 2007). Specifically, the principle of theoretical sampling was used since the researcher cautiously selected the participants who can provide rich data to help construct the developing theory (Bowen, 2008; Corbin & Strauss, 2008). The researcher observed flexibility, practicality, and analytically followed a certain path in choosing the participants.

Generally, a sufficient sample needed for a grounded theory approach is 20 -30 individuals for an in-depth analysis (Corbin & Strauss, 2008; Zunker & Ivankova, 2011). In this study, theoretical saturation was reached on the 21st participant. It was when the data did not provide more information than what has already been gathered (Chen, 2018). As explained by Bowen (2008), theoretical saturation is when new participants are brought continually into the data collection until no new themes are identified and

no more issues are obtained. Hence, the data set is considered complete and enough for an in-depth theory generation.

3.2 Participants and Locale

The participants of this study were required to meet the following inclusion criteria: (1) a toastmaster member in good standing which means he/she has paid the monthly dues, (2) an official member of the organization for not less than 6 months, and (3) an active member which means he/she has been regularly attending meetings in his/her respective clubs. Twenty-one Toastmaster International members met the inclusion criteria.

Eleven of the participants were chosen from community clubs and the rest are from corporate clubs. A Toastmasters club can either be classified as community which means it is open to anyone who would like join or corporate which is exclusive only to the employees of a certain company sponsoring their membership fees. Four toastmasters club were considered in this study in which all are part of Division I in District 75. All the clubs are located within Metro Cebu, Philippines. Two of which are community clubs namely Mactan Toastmasters Club and Mactan Export Zone 1 (MEZ1) Toastmasters Club. The other two are company sponsored namely Cebu Unionbank Toastmasters Club and Ramon Aboitiz Foundation Incorporated (RAFI) Toastmasters Club. Choosing respondents from both kinds of club, from different age groups, with different durations of club membership, and with club positions held was appropriated to ensure the maximum variation and full coverage of all possible categories (Creswell et al, 2007).

3.3 Data Collection

The researcher informed ahead the toastmasters clubs involved about the one-on-one interviews for their selected members as part of the data gathering of this study. Since the researcher is a toastmaster member of one of the clubs, he had direct access to his club members who served as the participants. He personally visited the other three clubs in which the interviews were done immediately after their regular Toastmasters meetings. A small token of appreciation was given to the participants.

A semi structured individual interview questionnaire developed by the researcher was utilized. The interview guide was used flexibly because of its less structured nature (Merriam & Tisdell, 2015). It was referred to some officers of a Toastmasters club to check if it covers the entirety of communication development in the organization. Each interview started with questions about the demographics of the participants followed by open-ended questions. These questions were designed to encourage the participants to fully disclose their various experiences in relation to managing their communication development as a member of a public speaking organization. Probing was also done to ask for additional details (Merriam & Tisdell, 2015).

A constant comparison method was undertaken in which the analysis of previously collected data lead to the focus of the succeeding data collection until certain

concepts were well explained (Creswell, 2012; Corbin & Strauss, 2008). The schedule of coding and analysis was set every after all the participants of a club were through with the interviews. At first, six participants from a community club were interviewed on the same day. Their responses were coded then analyzed before proceeding to a corporate club considered for the study. After which, another community club was visited for the interviews and lastly back to a corporate club. Theoretical saturation was reached on the 21st participant of the fourth toastmasters club visited since no more new categories emerged from the data during the coding.

After the conduct of one-on-one interviews, a focus group discussion was organized by the researcher as a form of triangulation. Six participants of the study were convened to a discussion meeting to reiterate the inputs and validate the findings. These participants were all from the same Toastmasters club where the researcher is also a member. This process was undertaken to guarantee an objective and accurate interpretation of the results (Zunker & Ivankova, 2011). This triangulation of data source was done to establish credibility and confirmability of the study (Krefting, 1991).

3.4 Data Analysis

The analysis of this study was mainly guided by the systematic design of grounded theory developed by Corbin and Strauss (2008) which is concerned with the processes of accumulating collective knowledge and undertaking an empirical evaluation on it. Three phases of coding which constitute the systematic approach of grounded theory were utilized in analyzing the data (Zunker & Ivankova, 2011). These coding steps follow the order of open, axial, and selective processes (Chong & Yeo, 2015). Assigning short labels on categories formed from initial notes or memos happened in open coding. The codes were then grouped to form larger categories during axial coding. These categories were identified to which of the six preset categories they belonged. A core category was then pointed out to represent the central idea of the study (Creswell, 2012; Zunker, 2009). The relationship of various categories was established in this phase. Finally, selective coding was undertaken which covered the integration of categories and refining the theory (Corbin and Strauss, 2008). After the researcher established connection among the categories, a visual model was presented illustrating the approach of the members to public speaking skills development in the organization.

As emphasized by Walker and Myrick (2006), the researcher played an essential role in generating the theory of this study. Throughout the data analysis, the processes involved the researcher as the one who manipulated, conceptualized, and applied techniques in the discovery of the theory. The qualitative data gathered were reduced into categories or themes which then served as bases of the desired theory (Walker & Myrick, 2006). The relationship among these categories or themes formed the theory grounded from the data in this study (Chen, 2018).

3.5 Ethical Considerations

An informed consent form was collected from participants of the one-on-one interviews and focus group discussion. It explained voluntary participation and confidentiality of

information. They were not forced or subjected to any threat throughout the conduct of this study. No guidelines were imposed on how much they can answer, and they can opt not to answer questions they found uncomfortable.

The gathering of data specifically the interview sessions were undertaken in proper time and place. Only the researcher has the list of the participants' real names to ensure anonymity. Their answers written in transcripts were stored only in the researcher's computer to ensure utmost confidentiality. As a general guideline, audio recordings and transcripts will be destroyed three years from the date the entire study is completed (Zunker, 2009).

The outcomes of this study are expected to uplift the standards of communication development through public speaking. Since the researcher is a toastmaster, educator, and public speaking enthusiast, the results will be disseminated in the Toastmasters organization and academic community through an informative speech containing no information tracing back to the participants.

4. Results and Discussion

The details of the results on one-on-one interviews and focus group discussion together with the categories discovered during the three coding phases are presented. The theory and propositions are also discussed.

4.1 Participants

Twenty-one Toastmasters International members who participated in the individual interviews met the inclusion criteria set by the researcher. They have an average of 35.05 months or about 3 years of membership in the organization. Eighteen of them have been appointed as a club officer at least once in the duration of their membership. Each individual interview lasted for 10 - 15 minutes with a mean time of 11.34 minutes.

4.2 Open and Axial Coding

Through segmenting information in the open coding process, initial categories were formed about the studied phenomenon based on all data collected (Creswell, 2012). Among the 20 categories formed, a core category is determined to be the center of the process being explored. It was chosen to be the core category because it appeared frequently in most of the transcribed interviews. It was also related to all other major categories which served as indicators pointing to the core concept (Creswell, 2012).

Axial coding process entails relating all the other categories to the core category. The other related categories include causal conditions, strategies, contextual and intervening conditions, and consequences (Zunker & Ivankova, 2011). From the data collected with 21 toastmasters, a process theory explaining the approach to communication development in a public speaking organization was formulated.

As shown in Table 2, open coding categories were expounded with their properties. Dimensionalised examples were also presented which provide variations of the properties of each category and thus giving variation to the theory.

Table 1: Open Coding Categories with Properties

Broad Categories	Category or Subcategory	Properties	Dimensionalised Examples	
Core Category	- Development of Public Speaking Skills	- Being able to speak with confidence and organized thought before an audience.	- Can speak confidently before an audience	- Cannot speak confidently before an audience
Causal Conditions	- Fear in Public Speaking	- Conquering the fear in speaking before the crowd.	- Afraid in speaking in public	- Less afraid in speaking in public
Personal - related factors	- Continuous Learning	- Learning continuity even after graduating from school.	- Taking seriously learning the program	- Taking for granted learning the program
	- Worthwhile Diversion	- Engaging on productive things aside from work.	- Spending time productively outside work	- Not spending the time productively outside work
	- Advantage for Work Promotion	- Gaining advantage for a higher position or salary increase.	- Favored employee for promotion or salary increase	- Unfavored employee for promotion or salary increase
Work - related factors	- Asset for Work Leadership	- Acquiring a vital skill needed for managing people.	- Managing people effectively	- Managing people ineffectively
	- Avenue for Work Fellowship	- Building good relationship with workmates.	- Effective way of establishing camaraderie with workmates	- Ineffective way of establishing camaraderie among workmates
	- Club Activities	- Quality of club meetings and attending other activities like training, contests, or conventions.	- High quality of meetings and club activities	- Low quality of meetings and club activities
Contextual Conditions	- Club Goals	- Cooperation to the attainment of club goals as part of the Distinguished Club Program.	- Cooperative in contributing to the club goals through speeches	- Uncooperative in contributing to the club goals
	- Club Atmosphere	- Positive and friendly environment.	- Welcoming and friendly aura	- Unwelcoming and friendly aura
	- Club Mentorship	- Availability and quality of mentors to guide members all the way.	- Availability of highly qualified mentors	- Unavailability of highly qualified mentors

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Intervening Conditions	- Priorities Management	- Setting priorities and allocating enough time and funds in membership fees and other club endeavors.	Set as one of the top priorities and with allocation of funds	At the bottom of the priorities and no allocation of funds
	- Support System	- Strong support from family and friends in and out of TI.	- Full support from family and friends	- Less support from family and friends
Action/Interactions: Strategies	-Commitment	- Sincerity to self-development of public speaking skills.	- Full commitment to develop public speaking skills	- Less commitment to develop public speaking skills
	-Consciousness	- Awareness of the right techniques in effective communication.	- Fully aware and conscientiously follow the educational program	- Not fully aware & unconscientiously follow the educational program
	-Consistency	- Habitual practice of the proper way of speech delivery.	- Consistent in the proper delivery of the speeches	- Inconsistent in the proper delivery of the speeches
	-Challenge	- Engagement in taking responsibilities and joining competitions.	- Fulfilling a meeting role; Performing a leadership role; Joining speech contests	- Not fulfilling a meeting role; Not performing a leadership role; Not joining speech contests
Consequences	-Completion of the Program	- Completing successfully the educational program for public speaking.	- Program Completer	- Program Non-completer
	-Achievement of Award	- Achieving an award for winning in a speech contest or attaining a club award.	- Challenging more one's ability Contributing in the club award	- Settling at regular speeches Not contributing in the club award
	-Outside Opportunities	- Opening of opportunities such as delivering a keynote speech, conducting training or seminars	- Have more opportunities of speaking engagements	- Have less opportunities of speaking engagements

Six preset axial categories formed the groupings of the open categories. Creswell (2012) explained that an axial coding paradigm showing the interrelationship of the preset categories is involved in this phase. The core category chosen is development of public speaking skills which is regarded as the idea central to the process. The coding paradigm (see figure 1) reveals that the causal conditions have an influence to the core category. Strategies are influenced by the core category, contextual, and intervening conditions. Consequences are influenced by the strategies (Creswell, 2012).

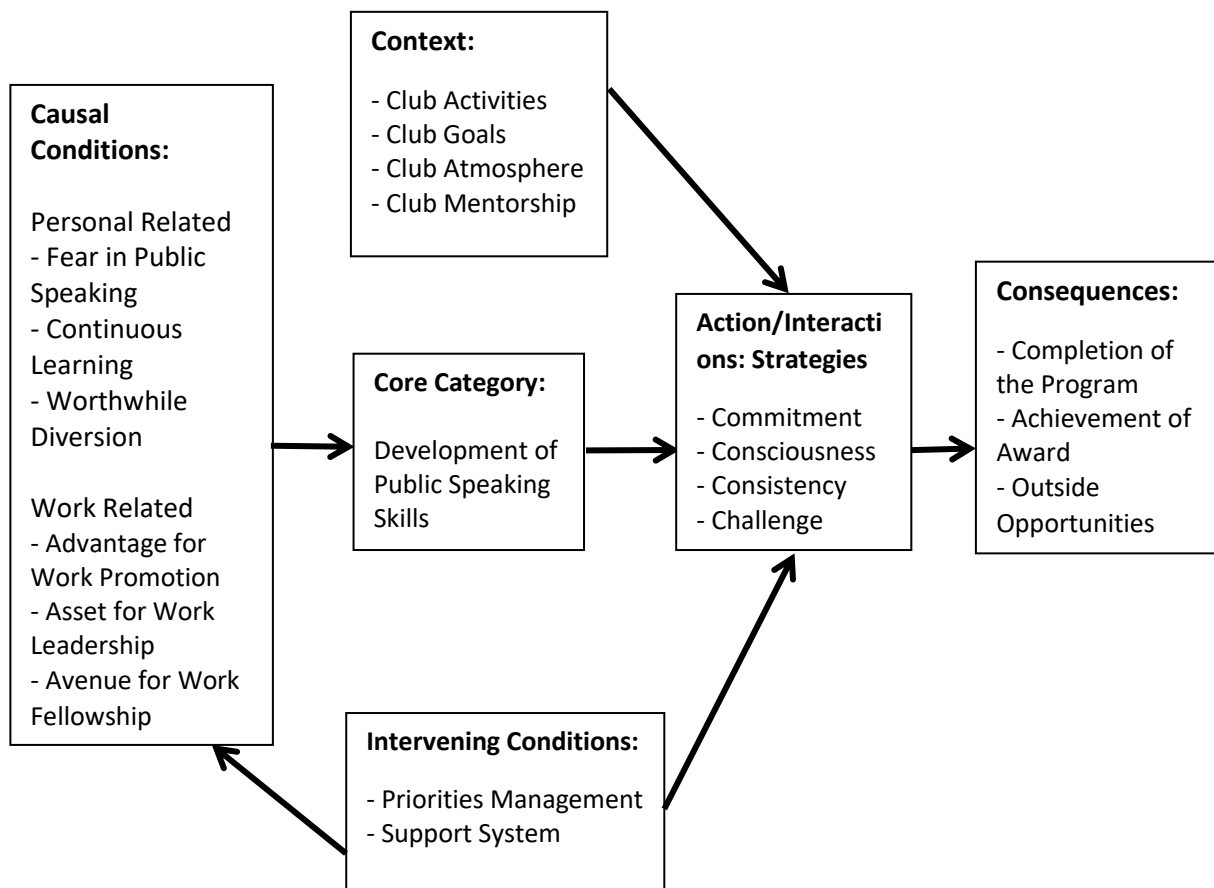


Figure 1: Axial Coding Paradigm

4.3 Core Category: Development of Public Speaking Skills

The core category identified for this study was development of public speaking skills. It appeared frequently in all the transcribed interviews. It was chosen because as what Corbin and Strauss (2008) emphasized, the core category must be abstract in nature and relatable in all the other categories.

All the participants expressed that the main reason why they joined Toastmasters is for them to be able to speak confidently before an audience. As what a current club president expressed, *“Generally, my main objective is self-development in public speaking but not only that. It could be leadership. It could be servanthood.”* Members want to develop their public speaking skills for various personal reasons. It may be very

essential in their professions or personal undertakings. One member who proclaimed to be a writer related:

"I am person who loves to write. I compose poems. I write stories on my own. To write something is a great thing but to be able to speak and share what you have written is another thing. I was encouraged to join toastmasters to develop the speaking skills that can give me confidence to share to other people what I've written."

Toastmaster members may come from different backgrounds and sectors of the society. They may differ in their professions, hobbies, or interests in life. But certainly, they share the same desire which is to develop their public speaking skills for a purpose that may be life changing or very close to their heart.

4.4 Causal Conditions

The factors that influence the core category are classified under the causal conditions (Creswell, 2012). These explain the reasons for the members in the organization to develop their communication skills through public speaking. They play a big role behind the identified phenomenon. These causal conditions were divided into two main groups labeled as personal related and work related. Personal related causes included *fear in public speaking, continuous learning, and worthwhile diversion*. These were the reasons which rooted from the personal motivation of the members to improve and grow as an individual. Work related causes emerged from the members who were part of the corporate Toastmasters clubs. They were labeled as *advantage for work promotion, asset for work leadership, and avenue for work fellowship*.

a. Fear in Public Speaking

A survey showed that the fear in public speaking is one of the most common fears among people and could be even feared more than death (Dwyer & Davidson, 2012). The realization that this fear has a negative effect to people's performance at work or generally in life has motivated the members to practice engaging in situations where they need to speak in public (Colbeck, 2011; Finn et al, 2009). A seasoned member admitted, *"My legs used to shake, and my hands get sweaty whenever I spoke to an audience. I guess I have lessened those body responses out of my fear in talking...thanks to my toastmasters training."*

Members agreed that this social phobia of facing an audience for a speaking engagement is common to everyone. Most of them had moments where they just blanked out when they started delivering speeches in their initial months in the organization. A member for 6 months expressed, *"I always forget some lines in my speech though I have practiced many times. I am embarrassed to commit mistakes while people are listening. I have to bring notes to continue speaking."*

As Raja (2017) pointed out that the outcome of this speaking anxiety is avoidance of people from speaking situations done in public. Hence being a member in a public

speaking organization would provide an avenue to practice in a supportive environment and get used of speaking before an audience.

b. Continuous Learning

Toastmasters International welcome all types of individuals from different walks of life to become a member. Most of the members regard the organization as way to continue learning not just in public speaking but also in various topics. A participant holding a Vice President for Education role in her club said, *“It is more on continuous learning by not physically going to school but instead attending in the organization where I belong. Also, I get to listen to topics related to my clubmates’ personal and professional life.”*

Learning the art in public speaking is given emphasis in the organization. Some members regard their learning in Toastmasters as something that is not learned in school. A participant connected to a foundation highlighted:

“This is something that you don’t get in school. I am not sure if other schools are offering public speaking classes. RAFI toastmasters have taught me more than what I have learned in the classroom. It is a training ground for what we call the soft skills. The skills of being able to listen, giving sound and helpful feedback and at the same time boosting your confidence through public speaking. Such as in table topics, it tests how quick you are to think when you are asked questions.”

c. Worthwhile Diversion

Members expressed that they were already fed up at work especially those who have been doing their job for a long time. They wanted to do something different which is not a waste of their time. A member who has been in the accounting business for more than ten years revealed:

“I wanted to improve myself in the aspect of public speaking. I run my own business. I report there from 8AM to 5PM and I think I needed another diversion. That is why I joined the organization to look if I will have other things that I can improve for myself.”

Being a toastmaster was regarded as a diversion for people who were engaged in jobs that does not mainly require speaking. They joined the organization because they realized that there were other skills that they can improve and their careers would not provide them opportunities to practice. A member connected with an IT company related:

“I just want to have an avenue where I could do something different with my time. I have been working in IT where I started my career. It came to a point that I got bored talking to the computer because it never replied back to me. I tried to venture to what are the skills that I can develop. Computer skills are not just the skills that I can acquire. I came across toastmasters and I think I was having fun with it so I decided join.”

c. Advantage for Work Promotion

In the case of corporate clubs like RAFI and Cebu Unionbank Toastmasters Club. Employees are encouraged to join their company sponsored toastmasters club in which incentives are promised once they achieve a certain milestone in the organization. Work promotion, salary increase, or monetary reward is more likely the perks of joining the organization. One employee shared, *“Before, we get a one thousand pesos salary increase if we reached Competent Communicator level. But now, they are just giving a one-time monetary incentive for every award that we achieve in the club.”*

In some corporate clubs, the achievement of an employee in the organization is one of the metrics which serve as basis for promotion. Hence, most employees persevered in completing the program for promotion purposes. Though monetary reward is on the table, they also recognized that the communication development they experience in the organization would give them an edge during interviews for a higher position. A long-time employee and member of the organization expressed:

“It is not the case all the time that my achievement in the club will get me promoted. However, the skills I developed in speaking would be my edge if ever there are interviews for a higher position. Plus, if I have presentations and my bosses see that I have improved in my speaking abilities then they might promote me right away.”

d. Asset for Work Leadership

Most of the employees endorsed or required to join the company sponsored club were those holding management positions. The focus of Toastmasters International is not just confined in communication development through public speaking but also in leadership. One member who was managing a team in the company stated:

“I need to be a role model to my team members through my participation in the club. The learning that I get from meetings and contests in toastmasters are applied at work especially to my responsibility as a leader to them.”

Most of the toastmasters agreed that because of the Toastmasters club they have improved in communicating to the people under their supervision. They could deliver their message across with conviction and without hurting any feelings. They understood that giving feedback in a constructive and meaningful way can be done. Their training in toastmasters of giving evaluations to speeches of their co members gave them an asset to become a better leader in the company. A member with a supervisory position shared, *“My training in toastmasters in communicating helped me more in effectively handling my job as a supervisor.”* In general, members regarded the training in toastmasters as an asset for their work leadership.

e. Avenue for Work Fellowship

The gathering of members from different departments in a particular company for a toastmasters meeting is regarded as a good way to build good relationship among the

employees. A company sponsored member related, *"I get to know more about my supervisors during the TM meeting especially when they deliver speeches about themselves."* The regular meetings in toastmasters provided an avenue for the employees to share their personal lives and thus letting the employees understood what everyone was going through. Communicating their experiences in an organized and effective way during meetings can inspire the other employees to be more understanding and caring of their co-workers. One of the members in a bank sponsored corporate club expressed:

"Being in the club is like a family. To be with Unionbank toastmasters, it would draw you closer and then at the same time you are enjoying and learning. You become tighter. You begin to appreciate your co-workers beyond work."

The shared experience in toastmasters among the employees gave an opportunity for them to celebrate fellowship and camaraderie. A manager and people under his supervision can actually become friends and eventually a family through the activities of communication development in Toastmasters.

4.5 Contextual Conditions

These categories are circumstances influencing the strategies (Creswell, 2012). These are specific conditions which serve as backdrop of the process under study. These affect the actions related to the core category and are considered as situational factors (Zunker & Ivankova, 2011). The contextual conditions for this study included *club activities, club goals, club atmosphere, and club mentorship*.

a. Club Activities

A typical toastmasters club holds meetings twice in a month. These regular meetings comprised the core activity in the public speaking organization. It is usually divided into three segments which are the opening portion, education portion, and evaluation portion. Members are given meeting roles such as the toastmaster of the day, table topics master, or general evaluator. Delivering prepared speeches for 5 -7 minutes based from the Pathways Learning Experience are the meat of the education portion. It is followed by the very nerve-wracking Table Topics part where any attendees are asked to perform an impromptu speech for 1 - 2 minutes. Seasoned members or guests from other clubs are tasked to do an evaluation of the speeches for 2 - 3 minutes. This portion is headed by the general evaluator and his lieutenants who are the speech evaluator, grammarian, Ah counter, and timer. A sequence of proceedings should be observed all throughout the meeting and time must be strictly observed.

The quality of the meetings influences the communication development of every member. If the speeches are getting better and the evaluators are well-informed on how to evaluate the speeches then a successful meeting is guaranteed. In order for the club to entice more attendees and hopefully become members, meetings should be well organized from start to finish. A long-time member said, *"Meetings must be fun and*

productive so that members enjoy attending. In particular, having a well-organized meeting with the agenda mostly set really helps."

Other activities of the organization that may influence the actions related to the approach of communication development are speech contests, club officers training, district conferences and many more. A new member reported, *"There are many activities in toastmasters that are new to me. These activities required me to speak before an audience which is really big help to get used to the crowd."*

b. Club Goals

Toastmasters International (TI) year starts on July 1 and ends on June 30 the following year. Specific goals are set by the organization for the club to achieve in a span of twelve months. At the end of the TI year, clubs will be awarded based on the number of goals attained. This award system is called the "Distinguished Club Program (DCP)". A club can achieve a maximum of 10 points across its four components. The breakdown includes 6 points for education, 2 points for membership, and 1 point each for training and administration. Once the club achieves 5 or 6 goals, it will be regarded as "Distinguished Club". If 7 or 8 goals were achieved, then "Select Distinguished Club" is awarded. The highest honor would be "President's Distinguished Club" if the club hit 9 or 10 goals.

This award system influences the strategies in the approach to communication development since members become conscious to contribute to the club goals. One club officer reported, *"We normally update our members with the club standing in the distinguished club program so that they feel the need to achieve their own goals to contribute to the club goals."*

Members need to deliver their speeches and surpass the level in their path to contribute to the education goals in DCP. Hence, club leaders make sure that members deliver their speech projects. Though self-paced learning is advocated by the organization, these goals make the members feel more responsibility to the club. A Vice President for Education officer related:

"We club officers are responsible for the club to achieve the DCP goals. Thus, we set schedule when should a member deliver his/her speech. We are not pressuring the members just to achieve the club goals. We always say to them that the goals are there for us to work as a team and cooperate."

c. Club Atmosphere

The treatment of members in the club and the aura of the club itself influence the strategies of the approach to communication development. A positive and supportive environment would definitely lighten the mood of everyone and delivering speech projects would just feel easy. A newbie in the organization said:

"I think it's the people or the members of that club because they will really welcome you and they would give you feedback for your own development. They will not leave you. The atmosphere is very positive so I did not hesitate to join."

Club leaders agreed that they made sure that guests feel welcome when they visit the club to entice them in joining the organization. A club leader shared, *"Whenever there are guests in the meeting, we should show positive aura in the venue where we all smile and have small talks with them."* New members were also made feel that the club is a safe place for them to practice and be used to public speaking.

d. Club Mentorship

Toastmasters' members agreed that the presence of mentors for new members would definitely help in the process of communication development. It also makes the adjustment for new members feels easy since he knew that someone is behind his back. The influence of mentors in the process of developing communication skills goes a long way. A good example is a mentoring strategy by one of the clubs. Their Vice President for Education shared:

"We have this buddy system. Each officer will have buddies who they will be mentoring like they deliver speech together; they do table topics together. They need to work closely to keep track of the program. Then the mentors would have a constant follow up with their individual development plan."

Mentoring is not just imparting the techniques of effective speech delivery but also letting the members realize their drive to develop their communication skills. A current club President expressed, *"What we always say to them in front is really do you want to improve; do you want to develop. And when they say yes then that will be a start that Toastmasters organization is a platform for your development."*

The presence of mentors in a Toastmasters club is necessary. However, the quality of mentors should also be highly considered. Most likely a seasoned toastmaster would be a good choice for a mentor or someone who has experienced delivering many speech projects, joined speech contests, or took various club officer roles. An avid speech contestant shared, *"I am thinking of resting from joining contests for now. I would like to concentrate in mentoring the newbies in our club."*

4.6 Intervening Conditions

These conditions also influence the strategies of the approach to communication development. These are regarded as the more general situational factors (Creswell, 2012). Zunker and Ivankova (2011) stressed that these occur after the process under investigation has started. The intervening conditions of this study were categorized as *priorities management and support system*.

a. Priorities Management

Toastmasters International is a non-profit educational organization. Hence, there is no chance of earning money but instead a member has all the chances to improve in communication. Nowadays people prioritize their jobs more than any other extra activities since this is where they get money for food and other necessities. Joining a public speaking organization could be at the bottom of their priorities especially to those who were just endorsed by their company. One of the club officers aired out, *“Some have other priorities at this moment which is totally understandable. We grow at our own paces. So maybe it’s not the time for them to be active in toastmasters.”*

Allocating enough time for the club activities could be a challenge to those who are working in more than one job or those who already have family. One example is a member who is working full time in IT industry and at the same time had a home-based work. He shared:

“There was a point where I thought of putting toastmasters on the sideline. That was the point where I feel I have too much to juggle. I am working full time and I also have a part time job and then toastmasters. I feel like that I have too much to handle maybe it was time for me to put things aside.”

Another example of a challenge in setting priorities for the club activities is expressed by a member banker. He stated:

“There were times especially when it’s or when you’re loaded with work life in toastmasters it’s really hard to schedule things knowing you know you are bound to do what is expected of you from the management and you also have this responsibility towards your family and other matters and your personal business.”

Financial condition could also be a reason for members to discontinue their journey in communication development in the organization. Every 6 months, each member is required to pay in advance monthly dues worth \$45. Some members were out of budget since it was not a priority at that moment. As shared by a member who was also an accountant, he said *“Sometimes it would also be because of financial incapacibilities because toastmasters’ membership comes with very minimal fee yet it could also be not very affordable for some people.”* Setting public speaking skills development as a priority influence the strategies employed in the process. TI members need to learn how to balance responsibilities in family, work, and organization.

b. Support System

Another general condition influencing the approach in communication development is how strong the support system of a member. This refers to the support from family and friends in and out of the organization. A toastmaster whose support system is strong would feel more confident in developing himself. A 3-year member stated, *“My family has been supportive of my toastmaster career. They even visit whenever I join contests.”* The

support system outside the club can be reflected inside. Whenever there is someone delivering a speech, everyone is enthusiastic about it. A new member stated:

“When I delivered my first ever speech, I was very nervous. I can feel that everyone was nervous too for me. But they all cheered and gave a forgiving look whenever I missed some lines. I can feel that they are just their supporting me all the way.”

Members from clubs with strong support system are more likely to finish their speech projects swiftly but even more to those who are supported by their family and friends outside the organization in their Toastmasters journey. The support they get boost their enthusiasm in developing their communication skills.

4.7 Strategies

These categories are the strategies specifically resulted from the core category identified in this study. They shape the process which eventually leads to the consequences (Zunker & Ivankova, 2011). The strategic conditions in the approach of public speaking development were labeled as *commitment, consciousness, consistency, and challenge*.

a. Commitment

In the context of this study, this subcategory was defined as the sincerity to self-development in communication skills. A person committed to what he does would manifest behaviors towards the achievement of his particular goal. Toastmasters who are committed to their communication development usually set this goal as a priority. Thus, they give their time and energy not just to achieve their maximum potential but also exceed their expectations.

A good example was the participant who has been a member of the organization for nine years. She was once part of a corporate club in which their membership fees were sponsored by the company. Though she already resigned in the company, she continued her Toastmasters journey through joining a community club. She was committed to her goal to develop herself in speaking before an audience. She admitted that it was one of her weaknesses. Thus, she was more than willing to spend much of her time and resources in the chance of speaking to people through the organization. She stated:

“I am committed to toastmasters because I have to develop my communication skills. I need this skill in my interactions with my clients. The time and money spent for the membership is nothing compare to the benefits I get from the organization. The more I speak in front, the more I am brave enough to face every challenges and big tasks assigned to me.”

Toastmasters International promotes self-paced learning. This would however let members to procrastinate from their speech projects. Commitment to follow by heart the organization’s program with proper timing and best effort would really make a

difference in the communication development. Another member who showed passion and commitment in the organization related:

"I devote the proper time to working through the prerequisites, readings, and assessments, prepare the speeches and project output thoroughly. Put in the time and energy. Everyone should be committed in their goals."

b. Consciousness

Another core subcategory was labeled as consciousness. This was defined as the awareness of the right techniques in effective communication. Toastmasters' educational program which is known as Pathways Learning Experience contains the guidelines and tips on how to communicate effectively depending on the specific purpose. This program is comprehensive because it contains speech objectives, specific details of the speech projects, tips, videos, surveys, and assessments. Being conscious and following by heart what the educational program can offer directs the member to communication development.

Each member of Toastmasters has an online account in TM website where he can access his curriculum. Among the 11 paths to choose from, a member can choose one path at a time tailored fit to his needs. The best path fit for a member is suggested by the website after taking a short assessment. Each path contains specific speech projects and is divided into five levels. Upon completion of the five levels, a certificate of proficiency on that particular path is given by the world headquarters.

One of the members stated, *"If I follow consciously the guidelines of the speech projects in pathways, I will surely develop my communication in no time."* Other may just deliver their speech projects without taking by heart the tips presented in pathways. A club leader said, *"My main issue is members skimming project information and not following checklist guide. Therefore, supportive reminders are my workaround at present."* Thus, members mostly commit the same mistakes and miss the purpose of the speech. A member firmly suggested:

"There really is only one effective method to improve in communication, and it really is tactical rather than strategic... diligently, conscientiously, and with clear intention, work the program."

c. Consistency

The third subcategory for the core phenomenon was labeled as consistency. A cliché that we always hear is *"Practice makes perfect."* but experts in public speaking would prefer to say *"Perfect practice makes perfect."*

In order for one to develop communication skills, perfect practice is the key. A current Vice President for Education in a particular club said, *"I would like the club members to have regular participation because it results to steady improvement."* Being consistent with the practice of speaking before an audience would condition the mind

of making it a habit. Thus, a person becomes more at ease on stage because of consistent exposure to the eyes of an audience.

Consistency in the right techniques of speech delivery also emerged from the responses of the participants. The more you stick to the right way of effective delivery, the more it becomes part of your system. From the techniques to structure a good speech to the discipline of applying the skills in speech delivery at all times, communication development is certainly guaranteed on each of the member. A toastmaster member for four years and a club president explained:

"If we just deliver our speeches without being consistent of what we have learned from the evaluations. It will just be another missed opportunity to improve. The speech more likely will have no direction. No new techniques are applied. Hence, same mistakes and shortcomings are repeated in every delivery".

Doing the exact thing over and over again tends to penetrate in an individual's system. It eventually becomes a habit and the skill comes out naturally when needed. All members agreed that in every meeting everyone should be careful if they apply in their speeches the feedback; they got from their previous one.

d. Challenge

The last core subcategory was labeled as challenge. The organization does not just give its members the program to work on but also opportunities to challenge their speaking abilities. Taking roles in a regular meeting where you are assigned as the toastmaster of the evening/day or the general evaluator perhaps is already leveling up from merely delivering speeches. A new member expressed, *"Being the TOE gives me the opportunity to practice my hosting skills though I am challenged to hold the attention of the audience all throughout."*

Taking meeting roles is a good challenge for starters but one of the most exciting part of being a toastmaster is the speech contests. This is where the best speakers from various club meet and battle to be declared as the speech champion. The purpose of this activity is to let members listen to more proficient speakers and learn from them. A former contestant in speech contests said, *"The speech contests spice up the toastmaster membership. We meet other toastmasters from other clubs. It challenges us to step up our game in public speaking."*

District 75, the district where the study was conducted, has four speech contests which are international speech, humorous speech, table topics speech, and evaluation speech. The contest season starts from the club level then proceeds to area, division, district, and the highest level of competition is the world championship of public speaking. These competitions push the development of communication skills among the members to a higher level. The values of perseverance, humility, and camaraderie are also developed when joining these activities in the organization. A never giving up contestant stated:

"I am humbled to see such amazing speakers in the many contests I participated. It challenges me to work harder in my speeches for me to become the next world champion (laughs). I always look forward to the contest season because I get to experience the excitement in showcasing my improvement. I also learn to persevere and never give up."

4.8 Consequences

These categories were considered to be the outcomes after the strategies were accomplished in the approach to communication development. The consequences included *completion of the program, achievement of award, and outside opportunities.*

a. Completion of the Program

The educational program in Toastmasters International known as Pathways Learning Experience requires the members to deliver speeches to be credited for its completion. Each member needs to complete 5 levels in the path he/she chose. The completion of one path in the organization's educational program is one of the indicators that a member has been exerting enough time and effort in his/her development. Pathways has been launched around two years ago in replacement of the Legacy Program. The experiences on the new program have provided new opportunities for both the seasoned and new toastmasters since everyone needs to start from scratch. A seasoned toastmaster commented, *"Doing the ice breaker speech again in Pathways gave me an opportunity to further improve my skills. If I complete one path... I feel confident that I am already well spoken by that time."*

Completing the program means you have met the objectives of the speech projects on the path you have chosen. Every level achieved by each member; a certificate of completion is made available in the website. If a member is dedicated with his development in communication and has demonstrated satisfactory speech deliveries, eventually he will surpass level 5. A certificate of proficiency will be granted by the World Headquarters as a proof of successfully completing a particular path. An incoming vice president for education shared:

"With proper time management and dedication to your self-development, it will enable you to finish the path. Unknowingly, you have already possessed necessary skill set in that communication development path. Working with others who share common goals would drive you more to complete the program in the earliest possible time."

b. Achievement of Awards

Another consequence in developing communication skills in a public speaking organization is achieving various awards. Every year, speech contests are held which starts from the club level up to the district level or even internationally in the case of international speech contest category. Doing the strategies in the approach to communication development would eventually drive the members to join speech contests as a way of pushing oneself to its maximum potential. A member who has reached the district level in a humorous speech contest related:

"I never thought of myself standing in front of 600 people coming from all over the Philippines while delivering a funny speech. The response I got from the crowd gave me an affirmation that I have improved my skill. As compared to the day I joined... more confident, eloquent and driven. I am more excited to continue my journey in TM."

Aside from the individual awards, club awards are also a consequence if members were able to achieve their communication goals. Every speech delivered is credited to the member's completed projects and eventually to the completion of a level. The levels completed by the members are credited to the club goals until such time that the club reaches the requirements to be eligible for an award based on the Distinguished Club Program. A former president stated, *"We encourage our members to dedicate time and effort in delivering speeches. A bit of pressure may be involved, we make them feel that we are all responsible for the success of our club."*

c. Outside Opportunities

Once a member has improved his communication skills, a door of opportunities opens for him. Opportunities that involve public speaking outside the organization come along the way. However, there are times that some members quit joining the club meetings because of these speaking engagements. As shared by a club officer, she stated:

"Being a toastmaster gives you limitless possibilities and opportunities in your career and outside of your career. Active members before slowly become inactive because of the opportunities given to them. When you grow more confidence, when you become a better leader and better communicator eventually you are going to be in demand for your craft. You will be too busy attending to your career that you forgot attending meetings."

Another good example of this opening of opportunities after developing communication skills in toastmasters was shared by a member working in accounting industry. He shared:

"My training and exposure in TM gave me an avenue to expand my network and introduce what I do as a tax practitioner. In fact, I have been invited by a fellow contestant to discuss my tax consultancy services which are of good use to their start up business. My colleagues also in the profession after knowing that I am a member of TM invited me to be the resource speaker to discuss about business registration."

The toastmasters training in public speaking skills development adds value to the career of the members. It is beneficial to both career and personal aspects in the life of the toastmasters. These opportunities are indicators of how the environment responds if one has the skills to offer.

4.9 Theory Building

The final coding phase in grounded theory is selective coding. Corbin and Strauss (2008) emphasized that it is the process of integrating and refining a theory. A visual model is presented emphasizing the inter-relatedness of the concepts and connection of the categories. A middle range theory grounded in the data is generated which explains in an abstract level the approach to public speaking skills development in an educational organization. It is middle range in the sense that the theory is close to the data gathered. It was drawn from multiple data sources or participants in order to explain a substantive topic (Creswell, 2012).

There are three possible ways on how to present a theory in a grounded theory approach: (1) visual coding paradigm, (2) series of propositions, and (3) story written in narrative form (Creswell, 2012). In this study, a theory labeled as Four C's in Public Speaking Theory was presented in Figure 2. It was followed by a series of theoretical propositions which are statements revealing the relationship of the generated categories (Creswell, 2012).

The motivation of TI members to improve from a novice speaker to an expert one can be explained by Self-Determination Theory (SDT). It is a theory of human motivation, development, and wellness (Deci & Ryan, 2008). It emphasized that motivation is inherent to humans to grow and achieve (Miller & Stone, 2009). Hence, the people who engaged in educational organizations focusing in public speaking have the motivation to improve their competence that will eventually influence necessary outcomes in their personal and professional endeavors.

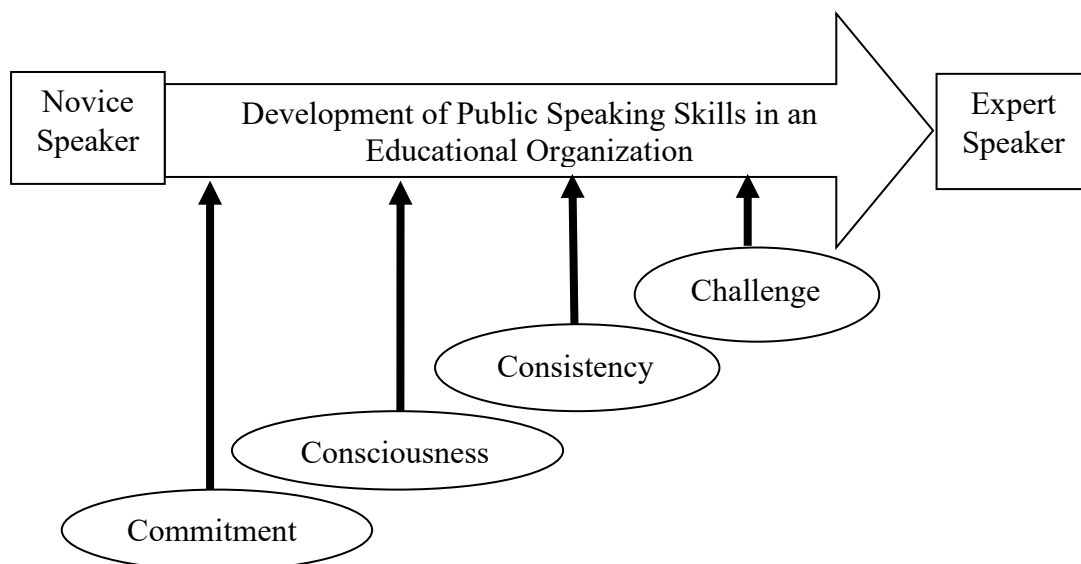


Figure 2: Four C's in Public Speaking Theory

4.10 Propositions

Propositions were identified which express the relationship among the categories. These are statements explaining the concepts pointing to the approach to public speaking skills development in an educational organization.

Proposition 1: *“The more the members commit in the educational organization, the better their public speaking skills development.”*

Staying committed to the club activities is a challenge to most members especially when personal and professional interruptions come into the picture. One study revealed that being active in the club’s activities has been a struggle for some members due to various personal reasons like work schedule conflicts or relocation (Buquiran, 2014). Despite these challenges, a member needs to engage more in the club activities since learning public speaking and gaining experiences are activities that necessitate time and commitment (Baccarani & Bonfanti, 2015).

It is also the job of the club leaders to foster commitment among members. Interpersonal communication through listening actively or leading collaboratively the members just like any corporate company enhances organizational commitment (Bambacas & Patrickson, 2008).

Showing commitment in the Toastmasters organization can be manifested through being present in the regular meetings as much as possible, fulfilling meeting roles, performing a leadership role, and generally making the club membership as one of the priorities. Public speaking skills is certainly developed if a member is committed enough because of constant exposure to public speaking engagements within the organization.

Proposition 2: *“The more the members become conscious of the organization’s educational program, the better their public speaking skills development.”*

Toastmasters International educational program is labeled as Pathways Learning Experience or commonly known as Pathways. This public speaking program is developed following the principles of experiential learning, peer feedback, mentoring, and self-paced learning. Before the program was launched, it had undergone various tests and consultations to make it comprehensive and responsive to the needs of public speaking skills development.

If members diligently follow the speech project objectives, guidelines, tips, assessments, and preparation time indicated in Pathways, the delivery of public speech will be achieved. Preparation is important to accomplish an excellent public speaking performance (Menzel & Carrell, 1994). The members should also be aware of the rubrics on how they will be evaluated which is reflected also in the speech project. Skimming the projects and not carefully following the speech guidelines could be detrimental to the desired development.

Proposition 3: *“The more the members become consistent with the proper delivery of their speech projects, the better their public speaking skills development.”*

Delivery of speeches constitutes a big part of the Toastmasters experience. An evaluation will be given by a tenured member to every speech delivered. Evaluations are required to point out the good points and areas of improvement of a speech.

If the members consistently apply the feedback they got from their previous speech to their future speeches, then the development is hastened. In Pathways, one of the initial speech projects to be accomplished by all members is about evaluation and feedback. A member needs to deliver a speech of any topic then an evaluation will be given. He then needs to redeliver the same speech incorporating the feedback he got from his previous delivery. Feedback is an important component in the communication development (Smith & King, 2004). This project aims to create a mindset for the members to apply the feedback and be consistent of the incorporated improvements in the next speech delivery. The consistency of proper speech delivery would eventually be developed into a habit which will then be part of one's skill set.

Proposition 4: *"The more the members take the challenges provided in the organization, the better their public speaking skills development."*

The challenges referred in this proposition can be classified into three which are fulfilling meeting roles, performing leadership roles, and joining speech contests. Fulfilling meeting roles is about taking roles in regular meetings. Aside from a being a speaker, a member can be the toastmaster of the day/evening (host), general evaluator, speech evaluator, ah counter, grammarian, or timer. This is another avenue for the members to be exposed in public speaking in the organization. This is challenging because an additional skill set is needed to perform the task aside from the usual public speaking skills. An example is for an evaluator role, one needs to possess active listening and critical thinking skills. The more roles a member fulfills, the more opportunities of getting used to speaking before an audience.

A good leader is a good public speaker. Thus, performing a leadership role is an opportunity for members to be exposed more to public speaking engagements. A typical toastmasters club is required to have seven club officers. Aside from these club leadership roles, there are also roles in higher levels like area, division, and district directorship. These roles are challenging because one needs to manage a set of members. Nevertheless, these are opportunities to learn how to confidently speak with a group of people which is a skill needed to become a highly effective leader. Being able to communicate effectively before people is the best way to establish and maintain trust in leadership (Baccarani & Bonfanti, 2015).

Speech contests are what make the toastmasters' journey exciting. Joining these events would provide an opportunity for members to push themselves to become a more proficient speaker. As revealed in the study by Nazara (2011) about EFL speaking skill development, more than half of the respondents were willing to engage in activities such as paper presentations at seminars, speech contests participation, and debate competitions in order to master such skills.

The challenge of being in a speech contest is you get to experience a bigger audience since the competition involves various clubs. Though the experience is

agonizing and nerve-wracking, its benefit in one's public speaking skills is huge. Aside from pushing oneself to give the best speech, one gets to listen and learn from other proficient speakers. Speech contest certainly serve as a challenge to all members but also an opportunity to grow and reach the maximum potential in public speaking.

5. Implications

This study is an addition to the growing interest of public speaking skills development. This reveals that an educational organization such as Toastmasters International (TI) is a great avenue for people who wish to improve their skills in communication through public speaking. The benefits and experiences that a person gets from joining such organizations definitely outweigh the fees required in the program. Through its mission of empowering individuals to be more effective communicators and leaders, the public speaking training it provides surely produces more confident and productive citizens.

The people who are actively engaged in TI can be greatly benefited from this study. Through the theory generated which was labeled as "Four C's in Public Speaking", more members will be guided on how to strategically plan to maximize the benefits that the organization offers in public speaking. The academe can also learn from the practices of this organization that may be applicable to their public speaking courses.

Though TI has been existing for about a century and is present in 143 countries, there are still opportunities for them to improve. These enhancements can be done to give the best experience to their members in public speaking skills development. Hence, the theory developed in this study can serve as a guide for Toastmasters International planning and program development in public speaking. This could also serve as basis in the development of other existing public speaking organizations or to those who are planning to organize one.

6. Future Research

This study was limited only to Toastmasters International members from four clubs. The clubs were chosen considering the accessibility to the researchers. Selection bias may have influenced the results and thus should be given attention in the next study. Widening the coverage of participants coming from various clubs in different locations is a good point for future works.

This study focused only on the public speaking aspect of the educational organization under study. The leadership development track of Toastmasters International was not covered which may have influenced the results. Covering both communication and leadership track of the organization's development program would be a good concept for future investigation. Doing a quantitative or mixed method type of researches for this topic is also a possible construct for future researches.

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