"Impact of Public Speaking on the Confidence of a Student"

Project Guide: Mrs. Vandana Bharadi

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Abstract

The objective of this research project is to find out the impact public speaking brings on the confidence of students so as to analyse the importance of it in the development of a student.

It has been a common attitude amongst students to avoid public speaking in their schools/ colleges. However, they fail to see the bigger picture and fail to realize the importance of being a good public speaker. Public speaking is an art, which takes time to perfect, and it has the capability of developing a person as a whole.

The main aim of this research paper is to find out the impact of public speaking on the confidence of a student; and analyse the causes behind the same.

The fundamental way to assess if public speaking has induced confidence in a student is to find out their confidence levels and the level of public speaking they have been exposed to. It is also important to analyse the confidence of students later on in life.

Keywords: Public Speaking, Confidence, Student, Impact, Analyse, Induced, Exposed.

1] Background of the Research

1.1 Introduction

Public Speaking is the process of communicating with a large group of people who act as an audience.

Meaning of Public Speaking using an example:

Tim was the managing director of XYZ industries. Tim wanted to communicate the company policies and regulations to all employees and everyone directly or indirectly linked with his firm. Neither he wanted to send an email nor had he the time to call all his employees and explain the rules and regulations individually. He finally decided to summon all his employees on a common platform and address them all together. The impact was definitely much more as Tim could personally meet all his employees and yes, even the staff members were really happy as the message came straight from their top Boss. Queries were resolved and nobody could blame

each other later. This act of communicating to a large group of people with the intention of informing them about a certain topic is called as public speaking. With the help of Public speaking you can communicate directly with your target audience at a single time.

Confidence on the retrospect has a common meaning of a certainty about handling something, such as work, family, social events, or relationships. Some have ascribed confidence as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Confidence comes from a Latin word fidere' which means "to trust"; therefore, having a self-confidence is having trust in one's self. Confidence can be a self-fulfilling prophecy as those without it may not succeed or not try because they lack it and those who possess it may succeed because they have it rather than due to an innate ability.

Public Speaking and confidence are interlinked with one other on many levels. Without confidence it is difficult for a person to be a good public speaker at the same time studies have also suggested how public speaking can a play a huge role in building the confidence of a person as a whole. In both these criteria's students seem to lack behind, and hence it is of utmost importance to build these aspects with the use of related tools and techniques.

1.2 Review of Literature

[Farhan Raja, June 2017] have studied ways to analyse the reasons behind the anxiety level in undergraduate students of a public speaking class and recommend strategies to overcome this fear. The research method used was quantitative descriptive research method. Questionnaires were used as primary data collection tool. The sample studied was 50 computer science undergraduate students and the sampling method used was the convenience sampling method. The research proves that fear of public speaking is a learned skill and can be overcome by practicing and rehearsing before presentations or speeches and people who experience public speaking anxiety can perform as good as those who have a command over public speaking. Public speaking if thought of as a skill can be immensely improved upon. The instructors play a pivotal role in giving support and confidence to the students and can aid them overcome public speaking anxiety.

[Pardeep Kumar, et-al, September 2017] have studied different ways to know the public speaking anxiety in relation to different demographic factors like gender, age, family type, residential type, educational level, socioeconomic status. Descriptive method was used in the present study to obtain the pertinent and precise information. The sample of the study was 300 school and college students between the age group of 14-28years. Convenient sampling technique was used by the researchers for choosing the sample of the study. The objectives of the study was to investigate the gender variations, variations in age groups, role of educational streams in public speaking anxiety, socioeconomic levels, geographical residential areas and family structures. The findings of the study revealed that there is no impactful differences in gender, age, educational stream, residential in public speaking anxiety, and no differences also emerged in the family type of the students. However, there exists a important difference in public speaking anxiety among students from diverse socioeconomic levels

[Anna Carolina Ferreira Marinho, et al, Dec 2015] have studied about how a great number of undergraduates report fear of public speaking .This fear is prevalent among women, students who participate in few activities involving speaking to groups of people and those who have self-perception of their voice as high pitched or too soft. The research questionnaire with two parts was designed. 12 questions, which elicited responses in yes no form, were asked. The second part was self-report measure adapted for Brazilian-Portuguese. Data was stored on digital database. Response variable was fear of public speaking. Statistical analysis of the correlates of fear of public speaking considering other variables done using Pearson chi-squared test. The variables with statistical significant associations were included in multivariate logistic regression model.

[Slater, et-al, November 2006] have examined a necessary condition for successful exploitation of a Virtual Environment (VE) in therapeutic intervention for fear of public speaking. The condition is that clients experience a degree of anxiety in the VE that is similar to what they would have been expected to experience in a similar real world setting. We refer to this as a 'presence' response. The investigational study involved 20 people who were confident public speakers and 16 who were anxious, assessed on a customary psychological scale. Half of each group spoke within a VE depicting a vacant seminar room, and the other half within the same room but populated by an impartially behaving virtual audience of five people. Three responses were

measured - a questionnaire-based measure of anxiety, a study of self-focused attention on somatic responses, and actual heart beat rate. On all responses, the people with fear showed a significant increase in signs of anxiety when speaking to the virtual audience compared to the vacant room, whereas the confident people did not. The result possessed strength despite of the relatively less representational and behavioral fidelity of the virtual characters.

[Moira, et al, 2004] have studied the level of anxiety that a student experiences while holding a speech and suggests ways to cope with Public Speaking Anxiety. In the case of students, anxiety may lead to avoiding certain courses where oral presentations are required, never speaking in class even though they are well prepared to give speeches, or deciding against certain careers.

At the beginning of the semester, the students were asked to fill out a questionnaire by approximating the level of distress they experience while holding a public presentation. Purpose of the study was to help students reduce anxiety levels by teaching affective strategies to do so. Out of the students who took the study, some students were not able to get rid of or at least lessen their public speaking anxiety issues. The paper solves the problem by involving students in studying some affective strategies in order to manage their distress. A large number of students, after taking the study were able to reduce their anxiety levels by the end of the semester. Anxiety becomes so intense that it interferes with the ability to perform at all. From this research paper, we learn that anxiety is typically understood as a physiological response. We cannot make it go away, but we can help it work for us instead of against us.

1.3 Research Problem

Most of the researches conducted and the research papers deal with only one aspect of the issue, which is impact of public speaking on the confidence of a student. Through the above secondary research, the impact of public speaking and various aspects involved in it on confidence is analysed.
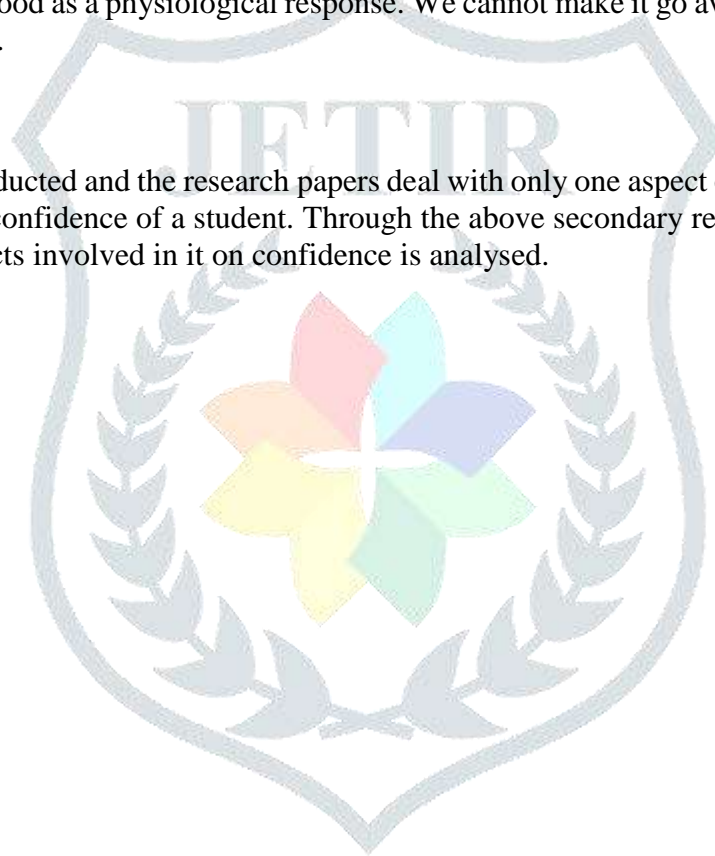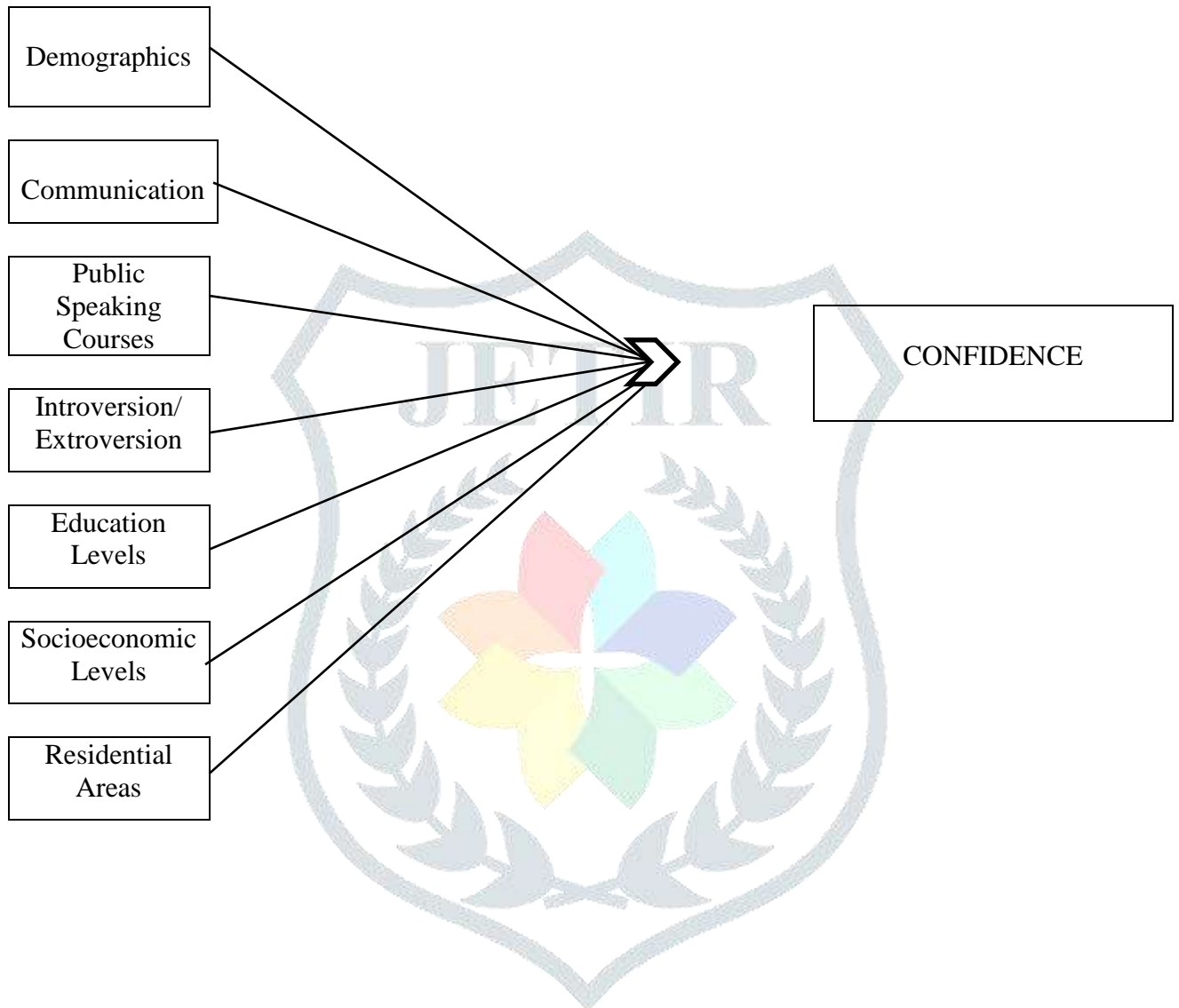
1.4 Research Objectives

Main Objective

To measure the impact of public speaking on the confidence of a student.

Sub Objectives: Figure- 1.4.1

2] Research Methodology

2.1 Research Design

2.1.1 Meaning

Research design is a systematic planning, organizing, and executing a research project within specific time limit and resource allocation.

2.1.2 Our study

The research design briefly consists of two phases:

A. Phase 1: Exploratory

1) An exploratory study is being undertaken with reference to the following research papers:
- Anxiety level in students of Public Speaking: Causes and Remedies by Farhan Raja.
- Public Speaking Anxiety in relation to different demographic factors by Pardeep Kumar.
- Fear of Public Speaking: Perception of college student and correlates by Elsevier Inc.
- An Experimental Study on fear of Public Speaking using a virtual environment by Mel Slater.
- Coping with Public Speaking Anxiety by Moira Kostic Bobanovic and Marsa Bobanovic.

2) One on one interviews with mentors of Effective Communication and Public Speaking to get the relevant insights.

B. Phase 2: Conclusive

An online questionnaire has been circulated to students pursuing/who have pursued higher education. These questions attempt to assess what students think of the relationship between public speaking and confidence and the factors that affect a person's confidence.
The following study designs have also been carried out to meet the objectives of the research:

a) Cross Sectional:
This paper studies the responses collected by students from different streams like BBA, MBA, ISC, HSC, etc. at a particular point of time.

b) Descriptive:
By asking various questions in the survey, we have attempted to define the characteristics of our student population which enabled us to move forward to our causal research study.

c) Causal:
We defined our IV as public speaking and our DV as confidence. We determined the relationship between both as how enrolling oneself into public speaking and debates impacts the confidence of a person. Our extraneous variables include board of study, level of education, family background, etc.

2.2 Sampling Design

2.2.1 Target population:
Since the study revolves around public speaking and how confidence affects public speaking of a student, there are two-target population:
- All Indian students and ex students who have pursued primary and higher education
- Public speaking experts like the communication teachers, etc.

2.2.2 Sampling method:
This research uses Non-Probability sampling method where elements in the
population do not have a known chance of being selected as sample.

Both samples have been selected using purposive sampling technique.

For sample 1,
Students have been randomly selected by providing them with questionnaires and encouraging forwards of
questionnaires to get as many responses as possible.

For sample 2,
Communication experts have been selected based on Judgmental sampling for interview purpose. The sample
has been based on the following criteria:
- Professional experience

2.2.3 Sample size

For Sample 1,
Total Number of Students (Respondents) = 183
Students who have/are currently pursuing higher education or primary education in India.

For sample 2,
Total Number of Professionals Interviewed= 2
Ms. Krupali Waghela, communications teacher, ASMSOC, NMIMS
Ms. Harpreet Gill, Communications teacher, ASMSOC, NMIMS

2.2.4 Sampling error

Non-Response Error
Most of the data collected will be through personal interviews and/or questionnaires, which will be fairly easy
to answer.
Focus shall be on personal interviews, which will ensure that responses are obtained accurately, and on time.

2.3 Data Collection Method

Primary data is the first hand data that is collected by the researcher for the purpose of the
research. It is collected by the researcher through various techniques. This research uses both Quantitative data
as well as Qualitative data.
Quantitative data is collected with the help of surveys using structured questionnaire.
Structured questionnaire, the same set of questions are asked to all respondents (Students) in same order,
additionally 80% of the questions are close-ended questions with predetermined options. Hence, statistical tools
can be used to analyze the data.
In this research, we have made a survey online on a webpage and the link generated was circulated via social
media applications according to researcher's convenience.

Qualitative data is collected by in this manner:-

In-depth structured interview was undertaken to better understand the study. Experts of communication and
public speaking were chosen from NMIMS University and a one on one interview was done to get the relevant
insights.

2.4 Hypothesis Testing

Hypothesis:

RM Public speaking
Hypothesis:
Our research consists of the following hypothesis:
- H0: Public Speaking has an impact on confidence level of students due to P.
- H1: Public speaking does not have an impact on confidence level of students due to P.
  Where, P are the facets and parts of public speaking and hence influence it.
  P1: Branded clothes.
  P2: Comfort of clothes.
  P3: Research of content.
  P4: Rehearsal of content.
  P5: Hand gestures.
  P6: Eye contact.
  P7: Pace of speech.
  P8: Pitch of voice.
  P9: Fluency in language.
  P10: Audience Familiarity.

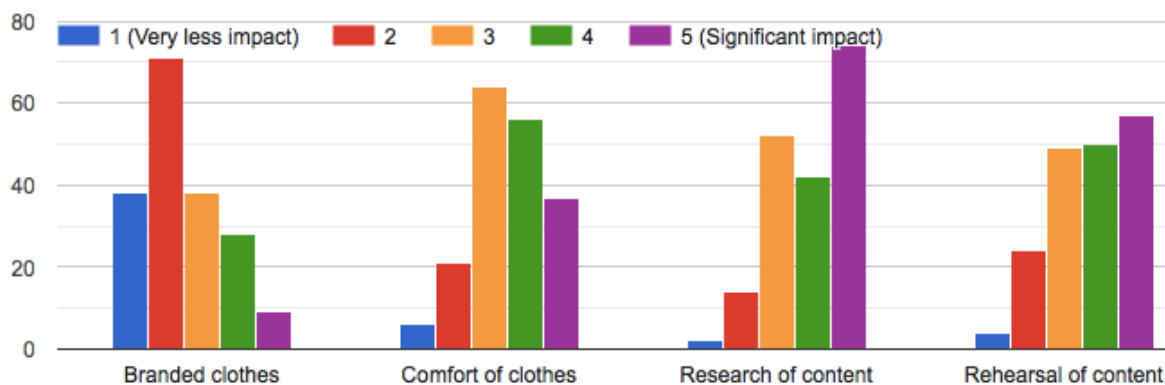## How much do these factors affect a person's confidence?

Figure- 2.4.1

Over here, based on the data we conclude that the branded clothes hardly have an impact with an average of 2.4 whereas the comfort of clothes matters which has an average of 3.5. The research and rehearsal of the content are the king, which have an average of 3.9 and 3.7 respectively significantly impacting confidence levels. Thus, null hypothesis is rejected for branded clothes while accepted in others.

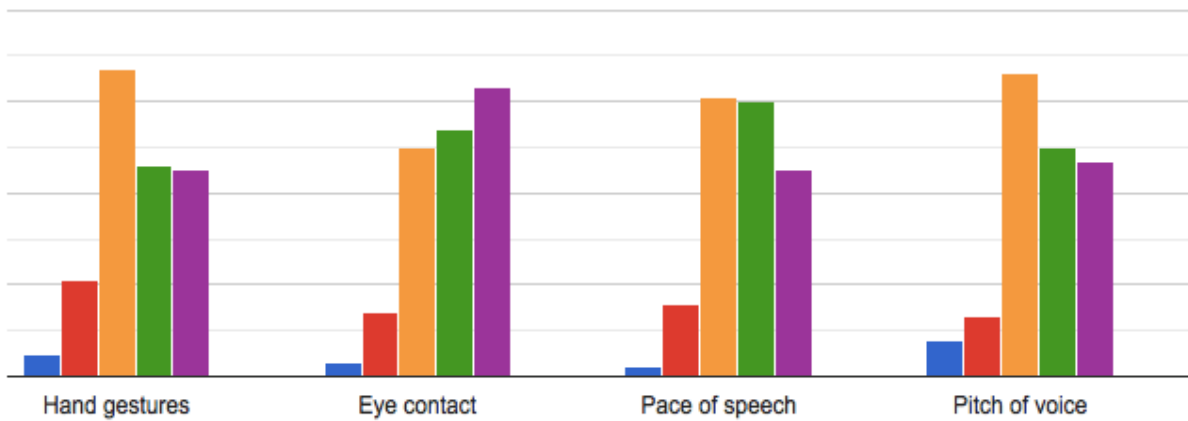## How much do these factors affect a person's confidence?

Figure- 2.4.2

Contrary to the research assumption, the hand gestures have an average of 3.5, which is indeed affecting confidence; eye contact and pace of speech too at the average of 3.8 and 3.7 respectively are salient. Pitch of voice is an important fact that affects confidence level too. Thus in all of these, the null hypothesis is accepted.
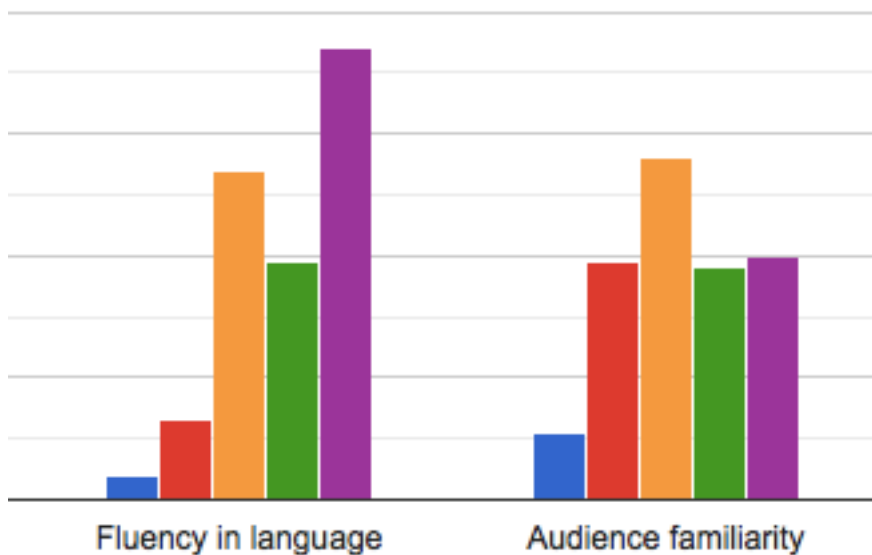
Figure- 2.4.3

Finally, fluency is a valid criterion. With an average of 3.9, it exhibits how it influences public speaking and confidence while audience familiarity received a mixed response with an average of 3.3 it is less influential. Both accept the null hypothesis while rejecting the alternate one.

3] Findings

Primary Data Analysis

3A] Qualitative Data Analysis

3.1] PROF. HARPREET GILL: Professor of Effective Communication in NMIMS University. Areas of specialization: OB & HR, Soft-skills, Image Management

1. Over the years, what changes have you seen in the confidence of students? How has technology affected?

    Answer: Due to increase in technology and easy access to it, students are able to be up to date with everything that is going on and believe that they are aware of everything that is going on around them. However, in most cases, when it comes to delivering the content they know, that is where they are lacking quality. However, they are able to portray fake confidence and would not mind talking about the content they know.

    Second type: The types of students for whom technology has not quite been helpful and are even unable to deliver their content.

2. Would verbal or non-verbal courses/competitions help an individual in delivering content?

    Answer: Yes, they would definitely help them. Speaking more in competitions or in front of people would of course help them boost their confidence and would have long-term benefits. Courses or competitions would help in building a real confidence and not fake confidence.

3. What nonverbal cues you would look at to judge a person's confidence?

    Answer: Eye contact, open gestures, how you are sitting and your posture.

    Our brains are very sensitive to non-verbal cues, we usually get that bad vibe or good vibe which helps us in judging a person or decide whether to believe an individual or not.

    How to get more confidence or make non-verbal's better?
    Answer: Research more. Researching more helps in boosting your confidence and hence non-verbals too. It is only normal to be nervous before and presentation but calming your brain by thinking, "It is okay, you've got this, you've done your research, you know your content, be calm, it's all going to be fine" this would actually help you calm down.

4. The interactive students in class, are they usually better at public speaking?

    Answer: Usually yes, because that certain amount of confidence required is built over time and is inbuilt in some students. They also perform well because they do not have this wall that stops them from speaking or presenting, they like speaking in front of public. Certain students choose not to speak in class, the introverts. Nevertheless, even they perform really well, they are really few though.

5. Is there a direct relationship between confidence/good at public speaking and success in life? Have you come across those students who were confident and good at public speaking who would say that their admission interview or job interview had gone well?

    Answer: Yes, there is a direct relationship between confidence/good at public speaking and success in life. Expressing yourself is key to success, doesn't necessarily mean speaking in flowery language or using technical jargons. People that have confidence/are good at public speaking are successful at times. Not as if introverts are not good at public speaking, they only choose to not speak and can be too good at it and can deliver really well.

Other key points:
How to improve one's skills or non-verbal's without using any programmes?
Answer: Be authentic, know yourself, this leads to a match in verbal and non-verbal's cues, this will bring credibility in what you speak and people will believe you more. Accept that another person has his or her own opinion; you cannot stand on your own opinion. Becoming a good public speaker is also dependent on listening skills. Listening is half of communication. One can't be a good communicator if one can't listen. You must listen since you can understand what the other person wants and hence can reply accordingly. There's no need to assume what they will say/want and reply on that assumption and have a know it all attitude.

Students these days are also getting lazy in researching hence comprising the quality of their content. They have rather developed a know it all attitude and hence do not look to research a lot or learn more. This might also jeopardize your delivery.

Conveying your message is important, the audience might mock you or laugh at your but if you end up conveying your message well, the audience will not forget it.

3.2] PROF. KRUPALI WAGHELA: Faculty of Effective Communication in NMIMS University

1. Over the years what changes have you seen in the confidence of students?

Answer: students are not prepared for impromptu appearance, they need time for preparation. Very few students are able to put up a strong front. Introverts generally take more time as they like to observe others first and then present or put up their opinion.

Earlier many students preferred speaking in class and interacting and participating in class. However today very less students participate in the class and it becomes a task for the teacher to get the students to participate

2. Do you think technology has affected the public speaking abilities of a student?

Answer: Technology has intruded student's life and they are constantly in their mobile phones, which leads to less willingness to interact and participate.

Also, the kind of writing student does has deteriorated over the years as language becomes difficult to adapt by the students. They are not able to frame their thoughts in proper sentences.

Technology has had a positive impact as well as students are now able to make more animated presentations which leads to more capturing of attention from the audience.

3. What nonverbal cues do you look for while judging the public speaking ability of a person?

Answer: I look for how the eye contact is made, not only with the judge but also with the audience. If the speakers keeps on touching himself, fumbles, repeats words and make mistakes is a clear indication that he is nervous or stressed. Maintaining body balance and facial expressions also form a huge part of how confident of nervous you are.

4. Can non-verbal's of a person be trained?

Answer: Yes, people can be made conscious on how they look when they are performing. Generally, people assume that they can pull the presentation off very well. However when you take feedback from others and record yourselves you understand your mistakes which would help you to control your nonverbal cues.

Also watching people you like can help you to improve your public speaking abilities like watching Narendra Modi, Barack Obama, Shashi Tharoor, etc.

Seasoned public speakers always maintain a poised posture so as to control their gestures.

5. Does public speaking abilities of a person lead to better interview cracking and being placed better?

Answer: Yes, as it develops the confidence of a person to portray their opinions and open up in front of strangers in a stressful condition.

3.3 Filler Questions

We conducted a survey of 183 participants out of which all of them were our effective sample and our whole survey has been conducted with this effective sample.

Age	Frequency
14-15	24
16-17	8
18-20	120
21-24	22

Table number. 3.1.1 Age of students

Out of 184 participants, 174 were around the age 14-24 showing the accuracy and efficiency of the research paper.
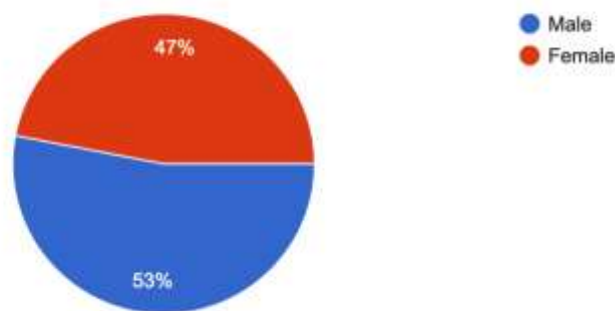
Gender
183 responses

Figure Number. 3.1.1 Gender of Students

Moreover, 53% of our population sample is Male and 47% are female stating that the ratio of male to female is slightly significant.

3.4 Objective Wise

Sub Objectives

Objective 1 - Impact of gender on the public speaking skills and confidence

Gender	COUNTA of Gender	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general
Female	86	287	288
Male	97	330	344
Grand Total	**183**	**617**	**632**

Table Number 3.2.1. Impact of gender on public speaking and confidence

As we can see from the data,

Females had an average of 3.34 out of 5 in public speaking skills while the males had an average of 3.40 out of 5 in public speaking skills.
Females had an average of 3.34/5 in confidence level while the males had an average of 3.55/5 in confidence level.

The above data shows us that males tend to be more confident and have better public speaking skills than females.

Objective 2 - Impact of Income Level on the public speaking skills and confidence

Income Level	COUNTA of Income Level	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general
Lower class	2	2	2
Lower middle class	14	45	49
Upper middle class	148	497	509
Upper class	19	73	72
Grand Total	**183**	**617**	**632**

Income level	Public Speaking out of 5	Confidence out of 5
Lower class	1/5	1/5
Lower middle class	3.21/5	3.5/5
Upper middle class	3.36/5	3.44/5
Upper class	3.84/5	3.79/5

Table Number 3.2.2. Impact of Income level on public speaking and confidence

The above data shows us that income level of a student significantly affects a student's public speaking skills and confidence level. Higher the income level, better the public speaking skills and confidence level.

Objective 3 - Impact of Age on the public speaking skills and confidence

Age	COUNTA of Age	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
14	17	54	55	3.176470588	3.235294118
15	7	27	26	3.857142857	3.714285714
16	5	16	17	3.2	3.4
17	3	8	10	2.666666667	3.333333333
18	14	46	48	3.285714286	3.428571429
19	68	233	242	3.426470588	3.558823529
20	38	129	124	3.394736842	3.263157895

21	13	41	43	3.153846154	3.307692308
22	4	14	12	3.5	3
23	3	11	12	3.666666667	4
24	2	7	9	3.5	4.5

Table Number 3.2.3. Impact of age on public speaking and confidence

With the help of the above data we can categorize students and analyze their public speaking skills and confidence level.

Category	Average score
School students (14-15)	3.52
Junior college/School students (16-17)	2.94
Under graduates (18-20)	3.37
Post graduates (21-24)	3.455

Table Number 3.2.4. Categorizing students on the basis of age

The above data shows us that age plays a role in the level of public speaking skills and confidence of a student. Students of age 14-15 tend to be more confident and better at public speaking, this can be because of less self-consciousness that prevails at younger ages. Students of age 16-17 tend to be the least confident; this can be due to high degree of consciousness because of entry into a new environment (Colleges). Students between the ages 18-20 tend to start getting better at public speaking and have a higher confidence; this can be attributed to acclimatization with the college environment, higher exposure to public speaking, larger social circles, etc. Students above the age of 20 seem to get better at public speaking and tend to be more confident in their conduct. The reason behind this can be the continuous practice and experience that is built with time.

Objective 4 - Impact of the city you live in, on the public speaking skills and confidence

You live in...	COUNTA of You live in...	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
Abroad (Outside India)	2	8	9	4	4.5
Metropolitan cities (Mumbai, Kolkata, Delhi & Chennai)	158	535	544	3.386075949	3.443037975
Other cities/towns	23	74	79	3.217391304	3.434782609
Grand Total	**183**	**617**	**632**	**3.371584699**	**3.453551913**

Table Number 3.2.5. Impact of area you live in on public speaking and confidence

From the above data we find out that, people living abroad tend to have better public speaking skills and are more confident in general than people living in metropolitan cities and other small cities and towns. The public speaking skills of people living in metropolitan areas seem to be a little better than the people living in other cities, while their confidence seems to be relatively similar.

Objective 5 - Analysis of co-relation between extroversion and public speaking skills as well as confidence

Would you consider yourself as an extrovert person?	COUNTA of Would you consider yourself as an extrovert person?	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
No	100	329	322	3.29	3.22
Yes	83	288	310	3.469879518	3.734939759
Grand Total	**183**	**617**	**632**	**3.371584699**	**3.453551913**

Table Number 3.2.6. Impact of extroversion on public speaking and confidence

The above data shows us that the extroverts tend to have higher averages in public speaking skills (3.47) as well as have more confidence (3.73) in comparison with people who are not extroverts (3.29 &3.22). Hence, we can conclude that extroverts are better public speakers as well as they tend to be more confident.

Objective 6 - Impact of public speaking courses on the public speaking skills and confidence of a student

Have you taken up any public speaking courses/participated in school or college debates?	COUNTA of Have you taken up any public speaking courses/participated in school or college debates?	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
No	91	291	300	3.197802198	3.296703297
Yes	92	326	332	3.543478261	3.608695652
Grand Total	**183**	**617**	**632**	**3.371584699**	**3.453551913**

Table Number 3.2.7. Impact of public speaking courses on public speaking and confidence

The above data tells us that students who have opted for public speaking courses in their school or college tend to be better public speakers as well as are more confident in general than students who have not opted for such courses. The above data shows us the importance of taking up public speaking courses in school or college and how it make a person more confident in his conduct.

Objective 7 - Impact of choice of mode of presentation on the public speaking skills and confidence of a student

Which among these do you prefer?	COUNTA of Which among these do you prefer?	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
	0	#DIV/0!	#DIV/0!
Presenting alone	81	3.469135802	3.481481481
Presenting in a group	101	3.287128713	3.425742574
Grand Total	**182**	**3.368131868**	**3.450549451**

Table Number 3.2.8. Correlation between choice of mode of presentation public speaking and confidence

The above data shows us that people who prefer presenting alone tend to be more confident and are better at public speaking than people who prefer presenting in a group. This can be because presenting alone takes more

confidence and confidence and public speaking tend to be directly related. Hence presenting alone should be promoted amongst students.

Main Objective

Impact of public speaking on the confidence of a student

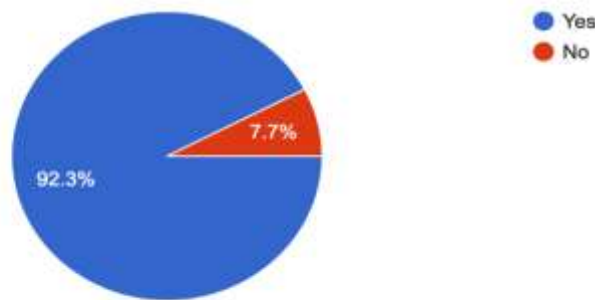**Do you think a good public speaker is bound to be more confident?**
183 responses

Figure Number 3.2.1. Impact of public speaking on confidence

In the above data 92.35% of students think that a good public speaker is bound to be more confident which shows us that public speaking significantly affects the confidence of students. Students tend to be more confident when they are good at public speaking.

At the same time, is it necessary for a person to be a public speaker in order to be a confident person?
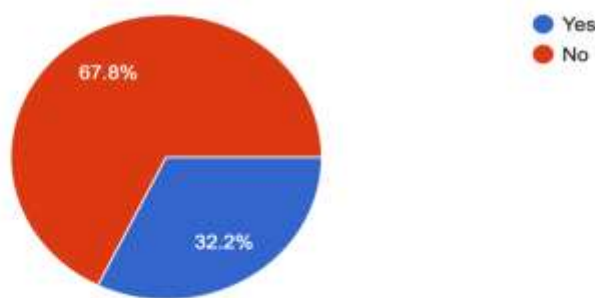183 responses

Figure Number 3.2.2. Impact of public speaking on confidence

In the above data, 67.8% of students think that it is not necessary to be a public speaker in order to be a confident person. This shows us that public speaking is not the only aspect, which makes a person confident. There are various other factors affecting the confidence of a student.

Rate yourself on public speaking skills	COUNT of Rate yourself on public speaking skills	SUM of Rate yourself on public speaking skills	SUM of Rate yourself on confidence level in general	AVERAGE of Rate yourself on public speaking skills	AVERAGE of Rate yourself on confidence level in general
1	4	4	8	1	2
2	17	34	43	2	2.529411765
3	84	252	274	3	3.261904762

4	63	252	239	4	3.793650794
5	15	75	68	5	4.533333333
Grand Total	**183**	**617**	**632**	**3.371584699**	**3.453551913**

Table Number 3.2.9. Correlation between public speaking and confidence

The above data shows us that people have rated themselves quite similarly on public speaking skills and confidence. On average people who have rated themselves to be good public speakers have also rated themselves as being a confident person and at the same time people who have given rated themselves low at public speaking are seen to have rated themselves low for confidence as well. This can help us establish a direct relationship between public speaking and confidence of a student. From this we can conclude that the magnitude of effect public speaking has on confidence is immense.

4] Scope/Limitations

- The student/sample were a majority of BBA students, an education sector with affluent students where loan repayment may not always be an issue.

- Majority of the students surveyed belonged to a metropolitan city (Mumbai) where the average standard of living is higher as compared to the rest of the country.

- The study does not include students that pursue higher education abroad. Therefore, this research is limited to only domestic education.

- The target population for this study is very detailed and niche, hence there is no requirement for sampling frame in this research.

5] Conclusion

From this research study and based on the data analysis we have had several findings. The above data shows us that males tend to be more confident and have better public speaking skills than females. Income level of a student significantly affects a student's public speaking skills and confidence level. Higher the income level, better the public speaking skills and confidence level. The public speaking skills of people living in metropolitan areas seem to be a little better than the people living in other cities, while their confidence seems to be relatively similar.

Extroverts are better at public speaking than introverts are. They also tend to be more confident. Students who have opted for public speaking courses in their school or college tend to be better public speakers as well as are more confident in general than students who have not opted for such courses. People who prefer presenting alone tend to be more confident and are better at public speaking than people who prefer presenting in a group. Students tend to be more confident when they are good at public speaking.

As many as 63.9% of undergraduate students feared public speaking in Brazil. But once mastered, they felt confident.
Of the college students, a whopping 89.3 % of population would like undergraduate programme to include class of public speaking.
This data shows that it isn't a phenomena restricted to one particular geography.
More public speaking courses should be offered in colleges, and should be made a part of the curriculum.
Importance of public speaking should be communicated to students of all age.
Special help should be provided to students between the ages 16-20, because this is when students lack public speaking skills the most.
People of lower income levels should be given greater help.

Appendix – 1: Unfilled Questionnaire

Consumer Questionnaire:

Students of NMIMS Mumbai want to assess how college students believe public speaking affects their confidence. Please spare a couple of moments to share your views. Your efforts are appreciated.

1. Age

Short Answer (text)

2. Gender

      a) Male

      b) Female

      c) Others

3. Education Stream

      a) Science

      b) Commerce

      c) Arts

      d) Others

4. School/College Board (Current)

      a) ICSE

      b) BBA

      c) CBSE

      d) HSC

      e) ISC

      f) SSC

      g) MBA

      h) Others

5. You live in…

      a) Metropolitan cities (MKDC)

      b) Abroad

      c) Other cities

      d) Village

6. Income level

    a) Lower class

    b) Lower middle class

    c) Upper middle class

    d) Upper class

7. Rate yourself on public speaking skills

	1	2	3	4	5	
Lowest	O	O	O	O	O	Highest

8. Rate yourself on confidence level in general

	1	2	3	4	5	
Lowest	O	O	O	O	O	Highest

9. Do you think a good public speaker is bound to be more confident?

    a) Yes

    b) No

10. At the same time, is it necessary for a person to be a public speaker in order to be a confident person?

    a) Yes

    b) No

11. How much do these factors affect a person's confidence?

	1 (Very less impact)	2	3	4	5 (Significant impact)
Branded clothes	O	O	O	O	O
Comfort of clothes	O	O	O	O	O
Research of content	O	O	O	O	O
Rehearsal of content	O	O	O	O	O
Hand gestures	O	O	O	O	O
Eye contact	O	O	O	O	O
Pace of speech	O	O	O	O	O
Pitch of voice	O	O	O	O	O
Fluency in language	O	O	O	O	O
Audience familiarity	O	O	O	O	O

12. Would you consider yourself as an extrovert person?

    a) Yes

    b) No

13. Do you think having social interactions affect confidence and public speaking?

    a) Yes

    b) No

14. Which among these do you prefer?

    a) Presenting in a group

    b) Presenting alone

15. How nervous do you feel before your presentation speech?

	1	2	3	4	5	
Not at all	O	O	O	O	O	Extremely nervous

16. Have you taken up any public speaking courses/participated in school or college debates?

    a) Yes

    b) No

17. If yes, on a scale of 5, how confident has the course/competition made you feel?

	1	2	3	4	5	
Lowest	O	O	O	O	O	Highest

18. Does your school/college have a course on softs skills/public speaking?

    a) Yes

    b) No

19. Do you wish to improve upon your public speaking skills to become a more confident person?

	1	2	3	4	5	
No, i don't care	O	O	O	O	O	Yes, of course

Appendix – 2: References

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