

1951

# An evaluation of attitudes of fear and confidence in speaking situations at the eighth and eleventh grade levels

---

<https://hdl.handle.net/2144/4448>

*"Downloaded from OpenBU. Boston University's institutional repository."*

Ed.  
Emery, R.M.  
Thesis  
1951

*stored*

EdM  
1951  
em  
cop1

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

AN EVALUATION OF ATTITUDES OF FEAR  
AND CONFIDENCE IN SPEAKING SITUATIONS  
AT THE EIGHTH AND ELEVENTH GRADE LEVELS

Submitted by

Richard Matthew Emery  
(A.B., Boston University, 1950)

In Partial Fulfillment of Requirements  
for the Degree of Master of Education

1951

Boston University  
School of Education  
Library

First Reader: Wilbert L. Pronovost, Ph.D.  
Associate Professor of Speech Education

Second Reader: Donald M. Wilson, Ph.D.  
Assistant Professor of Speech Education

## TABLE OF CONTENTS

CHAPTER	Page
I. THE PROBLEM.....	1
Statement of the Problem.....	1
Justification of the Study.....	1
Scope.....	7
General research project.....	7
This sub-study.....	9
II. REVIEW OF RELATED RESEARCH.....	10
Personality traits.....	10
Speech training and stage-fright.....	12
Fear and confidence.....	17
III. PROCEDURE.....	22
Test Construction.....	22
Selection of the test.....	22
Adaptation of the Gilkinson scale.....	23
Method of scoring.....	29
Interpretation of scores.....	30
Associated Scales.....	31
Development of the AUDIENCE RATING SCALE.	31
The LISTENERS EVALUATION CHART FOR TALKS.	31
Sources of Data.....	31
Participating schools.....	31
IV. RESULTS.....	33
The Eighth Grade.....	33
The Eleventh Grade.....	34
Comparison of Scores.....	35

CHAPTER	Page
Sex Differences.....	38
The eighth grade.....	38
The eleventh grade.....	38
Item Analysis.....	40
Item Analysis Comparison by Grades.....	48
V. SUMMARY AND CONCLUSIONS.....	50
Summary.....	50
Conclusions.....	52
VI. LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY.....	55
Limitations.....	55
Suggestions for Further Study.....	55
APPENDIX.....	57
Copy of Gilkinson's original scale, PERSONAL REPORT ON CONFIDENCE AS A SPEAKER.....	58
SYMBOLS AND FORMULAS USED IN STATISTICAL ANALYSIS.....	63
BIBLIOGRAPHY.....	64
SAMPLES OF RATING SCALES.....(inside back cover)	

LIST OF TABLES

Table	Page
1. Frequency Distribution of Scores of Eighth Grade Students on SPEAKERS RATING SCALE.....	33
2. Frequency Distribution of Scores of Eleventh Grade Students on SPEAKERS RATING SCALE.....	35
3. Comparison of Scores of Eighth and Eleventh Grade.....	36
4. Frequency Distribution of Scores of Eighth Grade Boys and Girls on SPEAKERS RATING SCALE.....	38
5. Frequency Distribution of Scores of Eleventh Grade Boys and Girls on SPEAKERS RATING SCALE.....	39
6. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items BEFORE Speech.	41
7. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items DURING Speech.	42
8. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items AFTER Speech..	44
9. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items BEFORE Speech.....	44
10. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items DURING Speech.....	46
11. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items AFTER Speech.....	48

LIST OF FIGURES

Figure	Page
1. Pictorial Representation of Frequency Distributions of Eighth and Eleventh Grade Samples on SPEAKERS RATING SCALE.....	37

CHAPTER I  
THE PROBLEM

1. Statement of the Problem

This study is concerned with the evaluation of the speaker's attitudes toward himself and his audience in the public speaking situation. The specific attitudes that are to be measured are those of reported fears and/or confidence toward speaking before groups. The study evaluates the feelings as reported by eighth and eleventh grade students on a devised rating scale which indicates attitudes before, during, and after, the talk.

Among important considerations are: (1) the types of fears as reported by students; (2) significant differences, if any, in fear and confidence scores at the eighth and eleventh grade levels; (3) significant differences, if any, in fear and confidence scores of male and female students; (4) the trend, in general, of scores, toward fear or confidence as evaluated from frequency distributions of the scores.

2. Justification of the Study

The data gathered will be used to assist teachers of speech in helping the student overcome, alleviate, or

prevent fears or lack of confidence. It will be used to devise more effective techniques of teaching speech. Significant differences in the fear and confidence scores at the two grade levels and general trends toward fear or confidence may indicate the age or grade level at which formal speech training should begin so as to prevent or lessen the possible development of fears toward speaking.

A review of the literature in this area indicates that although there have been studies concerned with stage-fright, its manifestations, and its psychological implications, research has been limited mainly to college groups. With this in mind, it seems that extending such type of study to secondary levels is needed so as to gain insight and understanding of the significance of stage-fright to the majority of the population, that is, those who will not receive the benefit of higher education.

Many beginning students in formal speech courses admit to lack of confidence and feelings of fear in speaking situations. This lack of confidence seems to be a decided hindrance to good speech or report presentation by many students. Various writers in the field of speech, including Baird and Knower<sup>1/</sup> report that from sixty to seventy-five per cent of college students in beginning and elementary

<sup>1/</sup>A. C. Baird and F. H. Knower, General Speech, McGraw-Hill Co., New York, 1949, p.183.

speech courses have admitted that they are bothered by nervousness in speaking. Robinson<sup>1/</sup> states that from thirty to thirty-five per cent consider it a serious problem. Many students and many adults who enter speech classes do so expressly to learn how to conquer or control these attitudes or feelings. It seems that a problem of such import to so many people would require study and consideration.

The general aims of secondary training as compiled and classified by the National Educational Association are as follows:<sup>2/</sup>

1. Good health
2. Worthy home membership
3. Command of fundamental processes
4. Selection of vocation
5. Worthy use of leisure
6. Civic education
7. Ethical character

1/ K. F. Robinson, Teaching Speech in the Secondary School, Longmans, Green and Co., New York, 1951, p. 150.

2/ Commission on the Reorganization of Secondary Education, National Educational Association, "Cardinal Principles of Education," United States Bureau of Education Bulletin, 1918, 35: 11-15.

The student's ultimate needs in society as well as his immediate needs in school are important. We are concerned with the WHOLE person. In public speaking education and in adjustment to public speaking, a student acquires no single ability. He gains other abilities in reading, writing, thinking, planning, bodily coordination, information, habits, and ideals.<sup>1/</sup>

What are the general purposes of speech? We may say that they are:

1. To convey information
2. To gain enjoyment
3. To influence and lead

What seem to be the general and specific aims of speech courses?<sup>2/</sup>

1. Mental development
  - a. To think
  - b. To observe
  - c. To develop judgment
  - d. To develop memory
  - e. To incite imagination
  - f. Coordination of thinking and motor activity.

<sup>1/</sup>P. M. Heffron and W. R. Duffey, Teaching Speech, Volume I, Burgess Co., Minneapolis, 1948, p. 3.

<sup>2/</sup>Ibid, pp. 5-12.

- g. Acquire good attitudes and ideals
  - h. Relate speech to other training
2. Emotional development
    - a. Self-control and emotional stability
    - b. Relate emotion to voice expression
    - c. Relate emotion to motivation of people
  3. Physical development
    - a. Efficient use of voice
    - b. Control of bodily actions
  4. Social development
    - a. Use of speech as a social tool
    - b. Use of speech as communication
    - c. The cultivation of good social traits
    - d. Encouraging the democratic way of life

The basic purpose of teaching language, which in its broad scope includes: (1) conversation; (2) story-telling; (3) letter-writing; (4) making talks of various kinds; (5) giving directions; (6) explanations; (7) announcements; (8) creative writing; (9) making reports and reviews; (10) reading; (11) listening; (12) keeping records; (13) conducting meetings; and many others, is to help people meet the needs of daily life.<sup>1/</sup>

1/P. McKee, Language in the Elementary School, Houghton-Mifflin Co., Boston, 1939, p. 3.

If meeting the needs of daily life is accepted as a necessity for the individual, and if language is accepted as a means of meeting the needs of daily life, then speech training and adjustment to speaking before groups is an undeniable aspect of a person's proper readiness for social living. Speech is an integral part of language.

Can fear of speaking before groups inhibit success in the areas mentioned as aims of education by the National Educational Association? The belief of this writer is that it can. It can inhibit him in the expression of leadership and in the full use of his native or given talents and abilities which may have been broadened or extended through education. It can inhibit the individual in the area of social living and social communication, an area that seems most important ultimately, because people live in a world of social contact.

Fear of speaking before groups is an important area for study in that so many students in formal speech classes admit to it with varying degrees of intensity. It becomes very important when one considers that it may be admitted to by those students who will not receive formal training in public speaking.

If stage-fright is an emotional experience, the person is going to react emotionally. He is in a situation where he does not know what to do or how to act. It becomes a crisis situation especially to those who have severe feelings of stage-fright. If an individual has been trained to meet the situation, the fear and its intensity can be reduced. Exception may be in the case of a severely maladjusted individual. According to Manser and Finlan:<sup>1/</sup>

"Stage-fright is the nightmare of many a student, and is not something to be laughed off lightly. It is a very real fear....The attitude of the speaker toward his audience generally needs to undergo a change."

### 3. Scope

General research project.-- A general research project concerned with the measurement and evaluation of speaking abilities and of speaker and audience attitudes has been completed by five graduate students in Speech Education. Two hundred students, evenly divided between the eighth and eleventh grades were sampled. The students were rated in classes in English, Social Studies, and Science. Speech classes were exempt from this study. Previous to each report, a LISTENERS EVALUATION CHART FOR

<sup>1/</sup>R. B. Manser and L. Finlan, The Speaking Voice, Longmans, Green and Co., New York, 1950, pp. 185-186.

<sup>1/</sup>TALKS was given to the classroom teacher for evaluating the talk relative to speaking ability.<sup>2/</sup> A speech observer who is a graduate student in Speech Education rated the talk on this scale also. An AUDIENCE RATING SCALE<sup>3/</sup> was distributed to five members of the class to rate their attitudes and impressions during the talk. At the conclusion of the talk, the speaker was given the SPEAKERS RATING SCALE to rate his attitudes and feelings before, during, and after, the talk. The rating scales were collected at the end of the period to be analyzed by the graduate students engaged in the project. The evaluation was done in terms of attitudes and abilities during the speaker-audience relationship.

1/J. W. Crawford, The Validity of a Teacher Administered Rating Scale for Oral Reports at the Secondary School Level, unpublished Master's Thesis, Boston University School of Education, 1951.

2/R. B. French, An Analysis of Speaking Abilities at the Eighth and Eleventh Grade Levels, unpublished Master's Thesis, Boston University School of Education, 1951.

3/R. E. Harrington, An Evaluation of Audience Reactions to the Speaker at the Eleventh Grade Level, unpublished Master's Thesis, Boston University School of Education, 1951, and

C. C. Jones, An Evaluation of Audience Reactions to the Speaker at the Eighth Grade Level, unpublished Master's Thesis, Boston University School of Education, 1951.

This sub-study.-- Since this writer's study is concerned with the attitudes of the speaker, his analysis was done on the basis of answers to the SPEAKERS RATING SCALE.

CHAPTER II  
REVIEW OF RELATED RESEARCH

Personality traits.-- In a study conducted to ascertain what the personality traits of good speakers are, Dow<sup>1/</sup> correlated the semester grades of 153 students in speech courses with the results of psychological tests measuring:

1. Introversion and extroversion
2. Ascendance and submission
3. Greater and lesser degrees of emotional reaction.
4. Hyperkinesis and hypokinesis

On the basis of the results he concluded that there is a relation existing between the traits of extroversion, ascendance, lesser degree of emotional reaction, hyperkinesis, and, public speaking. There seemed to be a definite trend to indicate that the best speakers tended to be extroverted, ascendant, self-sufficient, and more stable emotionally.

1/C. W. Dow, "The Personality Traits of Effective Public Speakers," Quarterly Journal of Speech, (December, 1941,) 27: 525-532.

Gilkinson and Knower<sup>1/</sup> conducted a study in which the BELL ADJUSTMENT INVENTORY was administered to college students and the results correlated with their grades in a course in Fundamentals of Speech. They reported indications of functional relationship between speech-classroom-behavior and social-situational-behavior. This was especially true in the category of Social Adjustment. This category was one in which clear and consistent differentiation of good and poor speakers appeared.

In a study<sup>2/</sup> undertaken to find the answers to the following questions:

1. Do speech students, previous to taking speech courses, differ from non-speech students?
2. With regard to the traits measured by the BERNREUTER PERSONALITY INVENTORY, does a speech course affect such traits more than lack of a speech course?

Rose paired 145 men and 146 women enrolled in

<sup>1/</sup>H. Gilkinson and F. H. Knower, "Individual Differences among Students of Speech as revealed by Psychological Tests," Quarterly Journal of Speech, (April, 1940,) 26: 243-255.

<sup>2/</sup>F. H. Rose, "Training in Speech and Changes in Personality," Quarterly Journal of Speech, (April, 1940,) 26: 193-195.

beginning speech classes with 291 students who were not taking speech courses and had not taken any. They were paired on bases of sex, college, and semester in college. All the students were given the BERNREUTER PERSONALITY INVENTORY at the beginning of the semester, and again, at the end of the semester. On the basis of the reported results, Rose postulated the general conclusion that the educational program which includes speech training results in a greater decrease in neurotic tendency and a greater increase in dominance, than does the educational program which omits speech training. With regard to self-sufficiency and sociability, he reported inconclusive results.

Speech training and stage-fright.-- In an experiment which involved 205 students in a first course in speech, Henrickson<sup>1/</sup> attempted to discover the effects of speech training on stage-fright and to find the factors which influenced emotional tension and confidence. At the beginning of the course all of the students filled out questionnaires in which they rated themselves from 1 to 10 on a scale with 1 representing no stage-fright, and 10 representing very great stage-fright, with intermediate degrees in between these two extremes. They rated

<sup>1/</sup>E. Henrickson, "Some Effects on Stage-Fright of a Course in Speech," Quarterly Journal of Speech, 1943, 4: 490-491.

themselves for seven types of speaking situations:

1. Giving a prepared speech with notes
2. Giving a prepared speech without notes
3. Giving a memorized speech
4. Reading
5. Giving an impromptu speech
6. Talking to an audience of not over twenty-five people
7. Talking to a large audience

At the end of the course the students filled in an identical questionnaire and on a different day, a second form, on which they indicated whether they were: (1) much less afraid; (2) less afraid; (3) unchanged; (4) more afraid; (5) much more afraid, than they had been at the beginning of the course. The conclusions were as follows:

1. Speech training promoted confidence in the speaking situation.
2. The feelings of confidence resulting from speech training were somewhat general and did not apply only to the types of speaking in which the student had participated in the course.
3. Comparative checks when the work of the course was not in progress and with students

not taking a course in speech indicated that feelings of stage-fright were in a constant state of flux.

4. A variety of factors influenced the students' stage-fright. Those ranking highest were: (1) practice; (2) the attitude of the instructor; (3) the attitudes of classmates.

At the State University of Iowa, 887 students acted as subjects for a study done by Chenoweth.<sup>1/</sup> These students were enrolled in Speech I. On two successive speeches the students were rated on a scale of from 1 to 7 as to adjustment in speaking situations. One indicated inferior adjustment and 7 indicated superior adjustment, with varying indications of adjustment in between on a continuum. A case-history questionnaire which dealt with environmental background and previous speech training and experience was filled out by the students. An investigation of the introversion-extroversion and dominance-submission personality traits of 100 well adjusted speakers and 100 poorly adjusted speakers was

<sup>1/</sup>E. C. Chenoweth, "The Adjustment of College Freshmen to the Speaking Situation," Quarterly Journal of Speech, (December, 1940,) 26: 585-588.

made through the administration of the BERNREUTER PERSONALITY INVENTORY. Fifty students were selected from each of the two groups of 100 well adjusted and 100 poorly adjusted speakers and given personal interviews relative to environmental background, nature and extent of adjustment problems, nervousness, forgetting, stage-fright, fear of being laughed at, fear of failure, humiliation after failure, and dread toward speaking before groups.

Significant findings were:

1. More well adjusted (56 per cent) than maladjusted speakers (31 per cent) had speech courses in high school.
2. Ninety-eight per cent of the well adjusted speakers had made from ten to more than 200 speaking performances. Ninety per cent of the maladjusted group had made from five to ten speeches preceding college.
3. Almost 40 per cent of the well adjusted speakers had made more than 30 speeches, but only five per cent of the maladjusted group had made from 10 to 20 speaking performances.
4. Almost 49 per cent of the well adjusted

speakers showed a bias toward dominance scores on the BERNREUTER PERSONALITY INVENTORY. Thirty per cent of the maladjusted speakers showed this bias toward dominance. Twenty-five per cent of the well adjusted speakers showed a propensity toward submission whereas 51 per cent of the maladjusted speakers showed a propensity toward submission.

5. The maladjusted and the well adjusted speakers showed a similar bias toward introversion and extroversion.
6. The general environments of the maladjusted and the well adjusted speakers were similar.
7. More well adjusted than maladjusted speakers received speech training, experience, encouragement and stimulation at home, followed by training and experience in speaking in the grades and in the junior and senior high schools.

Conclusions drawn were:

1. Well adjusted group had a continuous and varied record of speaking experiences and speech training from early childhood through

high school. The poorly adjusted group manifested consistently the opposite tendency.

2. To aid the student in overcoming maladjustment to the speaking situation, the program of instruction should include and provide frequent and varied speaking experiences from early childhood as the simplest and most practicable approach to facilitate rapid improvement of the speaker as a whole.

Fear and confidence.-- The following description of experimentation done by Gilkinson<sup>1/</sup> is especially important to this writer's study as a scale developed by Gilkinson has been adapted and revised for purposes of obtaining the data for use in the evaluation of speaker feelings and attitudes.

In his study, Gilkinson reported that the teacher of speech has before him a passing parade of students who adjust themselves with marked individual differences in

<sup>1/</sup>H. Gilkinson, "Social Fears as Reported by Students in College Speech Classes," Speech Monographs, (Research Annual) 1942, 9: 141-161.

the degree of fear and confidence with which they confront their classmates. His study was done with the main general purpose of developing a method of securing reports from students on the emotions which they experienced in speaking before their classmates.

The experimental group was comprised of 420 men and women enrolled in Fundamentals of Speech at the University of Minnesota during the year 1941-1942. They were asked to describe their feelings before, during, and after, speaking before a group. Gilkinson developed a scale entitled THE PERSONAL REPORT ON CONFIDENCE AS A SPEAKER or the PRCS Scale.<sup>1/</sup> It includes:

1. Graphic Rating Scales: Two are provided to rate the feelings before and during the talk.
2. Check list of Descriptive Terms: Twenty-two terms which the subject checks as descriptive of feelings before and during the talk.
3. List of Descriptive Statements: One hundred and four statements of which 54 reflect "fear" and 50 reflect "confidence."

<sup>1/</sup>See appendix, p. 58.

Directions were as follows:

The report was to be made within 48 hours after having spoken before the class. The students were asked to provide the information at the top of the first page, and to complete the sentence, "The following material has reference to my recent experience in speaking before this class." They checked the rating scales and the list of descriptive terms and then were to encircle the "Yes", "No", or "?" items consistent with their feelings for each of them. The answers were to reflect as near as possible their actual experiences in the recent speech.

The scoring method chosen was to add the "Yes" responses. A weight of minus one was given to each "Yes" response among the first 54 items, that is, the negative or "fear" responses, and a weight of plus one was given to each "Yes" response among the last 50 items, that is, the positive or "confidence" items. The final score was the algebraic sum of the plus and minus responses.

Scores based upon the odd-numbered descriptive statements correlated 0.87 with scores based upon the even-numbered statements. Correction by the Spearman-Brown formula for doubling the length of the material raised the correlation to 0.93. Retest scores on 117 subjects secured after four months of speech training

correlated 0.60 with the original scores. The PRCS scores correlated 0.39 with ratings by teachers on general effectiveness and 0.41 with ratings by students. Groups of observers, composed of teachers and advanced students of speech, found more listlessness and nervousness, more lack of eye contact, lack of projection, lack of spontaneity, and lack of facial expression as overt symptoms in the speech behavior of the students whose PRCS scores reflected fear than among those whose scores reflected confidence.

The PRCS scores showed a moderate correlation with social adjustment, 0.46 for men and 0.58 for women on the MINNESOTA PERSONALITY SCALE. There was a low but significant correlation with emotional stability, 0.30 for men and 0.34 for women. The women subjects exhibited more fear and less confidence in these reports than did the men. Over a period of four months of speech training the subjects showed a significant reduction in fear as reflected in averaged PRCS scores. The initial scores correlated 0.60 with final scores showing that although the group as a whole seemed to acquire greater confidence during training, there is a strong tendency for the individual to keep the same relative position in the total distribution of scores.

In experiments <sup>1/</sup> made to test the attempts of observers in judging degrees of stage-fright, Dickens, Gibson, and Prall used several hundred students in both beginning and advanced speech classes who had rated their feelings of stage-fright on Gilkinson's five-step, self-rating scale <sup>2/</sup> during a round of regular class speeches. From these several hundred students, the experimenters selected 40 so as to provide the judges with varying degrees of stage-fright as shown by the students' self-ratings. In an attempt to devise a shorter form of the PRCS Scale, the experimenters chose the 25 "confidence" items and the 25 "fear" items whose "Yes" responses correlated most significantly with total PRCS scores as obtained from the speakers' self-ratings. A resulting correlation coefficient of 0.99 was obtained when the 50 items were correlated with the original scores. For the purposes of this writer's study, the significant results of this experiment were that the authors recommended an even shorter form of the PRCS Scale be developed for use as a regular classroom teaching aid.

1/M. Dickens, F. Gibson, and C. Prall, "An Experimental Study of the Overt Manifestations of Stage Fright," Speech Monographs, (March, 1950), pp. 37-47.

2/H. Gilkinson, op. cit., PRCS Scale.

## CHAPTER III

### PROCEDURE

#### 1. Test Construction

Selection of the test.-- In the study done by Dickens, et al,<sup>1/</sup> they reported that Gilkinson's PRCS Scale seemed to provide satisfactory evidence of reliability. Gilkinson had reported an r of 0.93. Validity had been reported as being 0.39 and 0.41 with teacher and student ratings. This seems satisfactory as validity is difficult to establish on this type of test.

✓The present study sought to use a modified version of the Gilkinson scale. It seemed that the PRCS Scale was too lengthy for practical classroom use. There was an imbalance of 54 "fear" statements and 50 "confidence" statements. There seemed to be discrepancies in Gilkinson's method of scoring, in that he decided to add only the "Yes" responses to the "fear" and "confidence" statements with the final score being the algebraic sum of the plus and minus responses. ✓

1/M. Dickens, et al, op. cit., pp. 37-38.

Adaptation of the Gilkinson scale.-- It was decided that in reducing the number of items on the Gilkinson scale many things had to be considered among them being:

1. The scale was to be cut at least in half.
2. There was to be the same number of "fear" items as "confidence" items.
3. For every positive or "confidence" item, there was to be a corresponding negative or "fear" item tapping as near as possible the same attitude or feeling.
4. The test contained statements that seemed to be repetitious. These had to be proportionately discarded.
5. The statements had to measure attitudes before, during, and after the talk.
6. Only statements from the Gilkinson scale were to be used.
7. Minor vocabulary changes in certain statements had to be made so that the lowest grade level being tested, the eighth grade, would have no difficulty in understanding the wording.
8. The test should be easy to administer and easy to score.

The five graduate students participating in the general research project of measuring and evaluating speaking abilities and speaker/audience attitudes, subjected Gilkinson's scale to lengthy analysis for the purpose of meeting the above requirements.

Baird and Knower<sup>1/</sup> say that the symptoms of stage-fright seem to be:

1. Withdrawal
  - a. Looking at floor
  - b. Retreating behind table
  - c. No eye contact
  - d. Desire to hurry and get through
2. Physiological reactions
  - a. Pounding of heart
  - b. Gasping for breath
  - c. Dry mouth
  - d. Perspiration
  - e. Blushing
3. Tension and muscular conflict
  - a. Trembling
  - b. Feelings of awkwardness

<sup>1/</sup>A. C. Baird and F. H. Knower, General Speech, McGraw-Hill Book Co., New York, 1949, pp. 188-192.

4. Conflict of intellectual and emotional behavior
  - a. Inability to "think on one's feet"
  - b. Forgetting
  - c. Slips of the tongue
5. Voice reactions
  - a. High pitch due to tension of vocal cords
  - b. Monotony
  - c. Harshness
  - d. Weakness or inaudibility
6. Psychological reactions
  - a. Jittery
  - b. Embarrassed
  - c. Mystified
  - d. Disgusted
  - e. Apologetic
  - f. Sheepish
  - g. Unhappy

Gilkinson's scale includes statements corresponding to most of the above mentioned symptoms and also includes many that measure feelings and symptoms not mentioned.

From Gilkinson's scale, the items selected as best measuring feelings and attitudes before speaking were:

1. (11) While preparing a speech I am in a constant state of anxiety.

2. (70) I enjoy preparing a talk.
3. (48) I always avoid speaking in public if possible.
4. (58) I seek opportunities to speak in public.
5. (30) I am terrified at the thought of speaking before a group of people.
6. (85) I face the prospect of making a speech with complete confidence.
7. (49) I am in a state of nervous tension before getting up to speak.
8. (65) I have no fear of facing an audience.
9. ( 9) I get up to speak with the feeling that I shall surely fail.
10. (90) I feel purposeful and calm as I rise to speak.

Items selected as best measuring feelings and attitudes during speaking were:

1. ( 1) Audiences seem bored when I speak.
2. (88) Audiences seem interested in what I have to say.
3. (45) I feel that I am not making a favorable impression when I speak.
4. (102) Audiences seem friendly when I address them.

5. (40) I am afraid the audience will discover my self-consciousness.
6. (98) I forget all about myself shortly after I begin speaking.
7. (62) I am not greatly disturbed if I think the audience does not agree with me.
8. (23) I particularly dread speaking before a group who oppose my point of view.
9. (43) I never feel that I have anything worth saying.
10. (57) I usually feel that I have something worth saying.
11. ( 7) Owing to fear I cannot think clearly on my feet.
12. (64) My mind is clear when I face an audience.
13. (24) It is difficult for me to calmly search my mind for the right words to express my thoughts.
14. (96) I seldom have any difficulty finding words to express my thoughts.
15. (15) I am in constant fear of forgetting my speech.
16. (75) Ideas and words come to mind easily while speaking.

17. (18) I feel tense and stiff while speaking.
18. (71) I feel relaxed and comfortable while speaking.
19. (32) My posture feels strained and unnatural.
20. (69) I feel poised and alert when I face an audience.
21. (20) I hurry while speaking to get through and out of sight.
22. (78) I like to speak deliberately thinking my way through my subject.
23. (16) I dislike to use my voice and body expressively.
24. (56) I like to experiment with voice and action to produce an effect upon an audience.
25. (29) I find it extremely difficult to look at my audience while speaking.
26. (72) I like to observe the reactions of my audience to my speech.

Items selected as best measuring feelings and attitudes after speaking were:

1. (54) At the conclusion of the speech I feel that I have failed.

2. (80) I feel satisfied at the conclusion of the speech.

✓ Thus 38 items were selected as best tapping feelings and attitudes of "fear" and "confidence" in the speaking situation. On further analysis by the five members of the research group, and on the basis of standards set up in vocabulary books designed for seventh grade pupils, minor changes in wording and questions were made on seven items. These changes seem not to distort the meaning of the original Gilkinson item. The 38 items were arranged on the final adapted scale in random order by chance selecting of their numbers. The PRCS adapted scale, now called the SPEAKERS RATING SCALE<sup>1/</sup> includes the 38 selected items and Gilkinson's original five-step, self-rating scale. ✓

Method of scoring.-- The scoring system selected was to assign a plus rating to all responses indicating "confidence." These responses were "Yes" answers to the items measuring "confidence" and "No" answers to items measuring "fear." Next, a minus rating was assigned to all responses indicating "fear." These responses were "Yes" answers to the items measuring "fear" and "No" answers to the items measuring "confidence." The algebraic sum of

1/See envelope on back cover.

the plus and minus responses was then determined. The possible range of raw scores runs on a continuum from -38 to +38 with zero being a score also. Because of the difficulty involved in the statistical use of minus and possible zero scores, a system of weighted scores was devised. For example, the raw score of -38 was given the weighted score of 1. The raw score of -37 was given the weighted score of 2, and so on. This system followed up through zero to +38 which was given the weighted score of 77.

This system of scoring seems to be an improvement over Gilkinson's method as it does away with the use of minus scores and possible zero scores in statistical analysis. It included the use and analysis of "No" scores to both "fear" and "confidence" items.

Interpretation of scores.-- For purposes of comparing an individual score and for understanding the general trend of resultant scores, arbitrary points or levels were selected. These levels were the 25th percentile and the 75th percentile of the possible range of scores on the continuum of 1 to 77. The 25th percentile score is 19. The 75th percentile score is 58. It seemed reasonable to assume that a score falling at or below the score of 19 is indicative of a marked fear reaction and that a score falling at 58 or above is indicative of marked

confidence in speaking before groups. Scores falling between these two selected arbitrary points were considered to have no definite fear or confidence reactions but were considered as to trend toward fear and confidence.

## ✓ 2. Associated Scales

Development of the AUDIENCE RATING SCALE.-- From the adapted SPEAKERS RATING SCALE an AUDIENCE RATING SCALE was developed for the listeners to rate the speakers on observed or inferred feelings and attitudes toward speaking. In addition, the listeners rated their own attitudes toward the talk. It included 24 of the items on the SPEAKERS RATING SCALE worded for audience answering. The analyses of these audience scales was done by two of the graduate students engaged in the general research project.

The LISTENERS EVALUATION CHART FOR TALKS.-- In conjunction with the two fore-mentioned scales, the teacher and a speech observer rated the speaking abilities of the students on the LISTENERS EVALUATION CHART FOR TALKS. The analysis of these charts was done by one of the graduate students engaged in the research project. ✓

## 3. Sources of Data

Participating schools.-- The data was gathered from the following Massachusetts junior and senior high schools:

1. Browne Junior High School, Malden
2. Lynn Classical High School, Lynn
3. Lynn English High School, Lynn
4. Medway High School, Medway
5. Needham High School, Needham
6. Needham Junior High School, Needham
7. Newton High School, Newton
8. Parlin Junior High School, Everett
9. Winchester High School, Winchester
10. Winchester Junior High School, Winchester

✓ The students were members of classes in English, Social Studies, and the Sciences. They rated themselves on the SPEAKERS RATING SCALE and were rated by five student members of the audience on the AUDIENCE RATING SCALE. While speaking, the students were rated by the teacher and a member of the research project on the LISTENERS EVALUATION CHART FOR TALKS. ✓

## CHAPTER IV

### RESULTS

#### 1. The Eighth Grade

The scores obtained from the eighth grade range from 11 to 69. The mean was 39.3. The standard deviation was 15.1. The median was 38.7. The 25th percentile or Q1 score was 28. The 75th percentile or Q3 score was 51.8. The distribution was as follows:

Table 1. Frequency Distribution of Scores of Eighth Grade Students on SPEAKERS RATING SCALE

Score	Frequency	Relative Frequency
(1)	(2)	(3)
0-5	0	0%
6-11	1	1%
12-17	9	9%
18-23	6	6%
24-29	12	12%
30-35	12	12%
36-41	19	19%
42-47	11	11%
48-53	7	7%
54-59	12	12%
60-65	8	8%
66-71	3	3%
72-77	0	0%

Analysis of the Q scores in the above data indicates that the distribution is skewed slightly to the positive side. Q3 minus Q2 is greater than Q2 minus Q1 by 2.4 score points. Twelve per cent of the eighth grade sample have scores falling at or below the selected score of 19 from the possible range of scores thus having reasonably interpreted definite fear reactions. Twenty per cent of the eighth grade sample have scores falling at or above the selected score of 58 from the possible range of scores thus having reasonably interpreted definite confidence reactions. The remaining 68 per cent of the sample have scores ranging between these two dividing scores.

## 2. The Eleventh Grade

The range of scores obtained from the eleventh grade is from 15 to 75. The mean was 50.4. The standard deviation was 12.5. The median was 51.4. The 25th percentile or Q1 score was 41.5. The 75th percentile or Q3 score was 60.6. The distribution is skewed very slightly to the negative side. Q3 minus Q2 is less than Q2 minus Q1 by only one-tenth of a point. Three per cent of the eleventh grade sample have scores equal to or below the arbitrarily selected score of 19 from the continuum. This three per cent may be considered to have marked fear reactions. Thirty-two per cent of the eleventh

grade sample have scores equal to or above the selected score of 58 on the continuum thus showing marked confidence reactions. The remaining 65 per cent of the sample have scores ranging between these two dividing scores. The distribution was as follows:

Table 2. Frequency Distribution of Scores of Eleventh Grade Students on SPEAKERS RATING SCALE

Score	Frequency	Relative Frequency
(1)	(2)	(3)
0-5	0	0%
6-11	0	0%
12-17	1	1%
18-23	3	3%
24-29	2	2%
30-35	3	3%
36-41	16	16%
42-47	14	14%
48-53	18	18%
54-59	14	14%
60-65	21	21%
66-71	5	5%
72-77	3	3%
	<u>100</u>	

### 3. Comparison of Scores

Twelve per cent of the eighth grade sample show marked fear reaction scores as compared to the eleventh grade's three per cent of scores falling in the marked fear reaction range. Twenty per cent of the eighth grade

sample show marked confidence reaction scores as compared to the eleventh grade's thirty-two per cent of scores falling in the marked confidence reaction range. The remaining percentages, 68 in the eighth grade and 65 in the eleventh grade are similar as to number falling between marked fear and marked confidence, however the general distribution of scores of the eighth grade tends to be considerably lower than the eleventh grade.

The following table is provided for purposes of comparing the scores of the eighth grade group and the scores of the eleventh grade group:<sup>1/</sup>

Table 3. Comparison of Scores of Eighth and Eleventh Grade

Level	Mean	SE M	SD	M <sub>1</sub> - M <sub>2</sub>	SE Diff	C. R.
Eighth	39.3	1.51	15.1	11.1	1.96	5.7
Eleventh	50.4	1.25	12.5			

With a resultant Critical Ratio score of 5.7 it seems that we can definitely state that there is a true and significant difference in the scores at the eighth and eleventh grade levels.

<sup>1/</sup>Formulas and definitions of symbols in Appendix, p.63

For comparison and pictorial representation of the frequency distributions of the eighth and eleventh grade scores, a frequency polygon which includes the spread of the scores, the means of the two grade levels, and the medians of the two grade levels is provided:

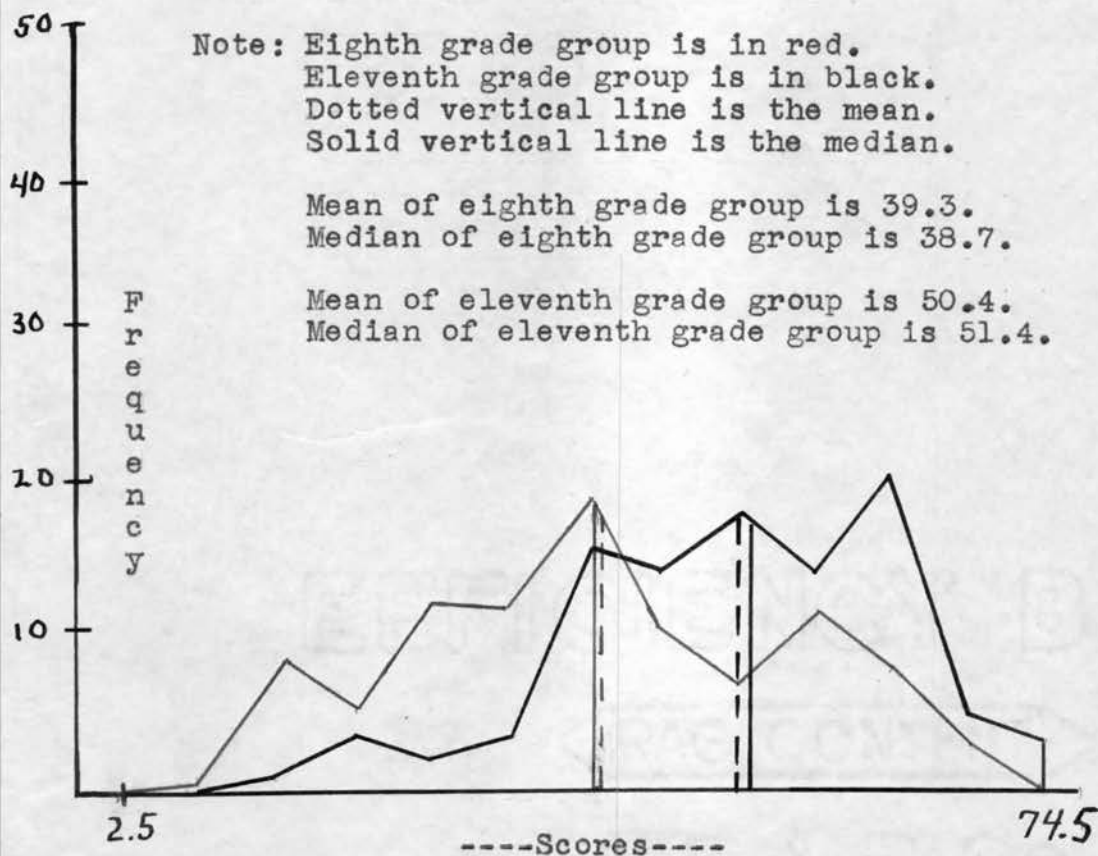


Figure 1. Pictorial Representation of Frequency Distributions of Eighth and Eleventh Grade Samples on SPEAKERS RATING SCALE

The above figure emphasizes the tendency of the scores of the eleventh grade group to be higher generally in comparison with the eighth grade group.

## 4. Sex Differences

The eighth grade.-- The scores obtained from the eighth grade girls range from 11 to 69. The mean was 39.2. The standard deviation was 14.8. The scores obtained from the eighth grade boys range from 13 to 66. The mean was 39.7. The standard deviation was 15.4. The distribution was as follows:

Table 4. Frequency Distribution of Scores of Eighth Grade Boys and Girls on SPEAKERS RATING SCALE

Score	Girls' Frequency	Boys' Frequency
(1)	(2)	(3)
0-5	0	0
6-11	1	0
12-17	6	3
18-23	2	4
24-29	6	6
30-35	8	4
36-41	10	8
42-47	11	1
48-53	3	4
54-59	5	7
60-65	6	2
66-71	1	2
72-77	0	0
	<u>59</u>	<u>41</u>

There are no significant differences in the scores of the eighth grade boys and girls.

The eleventh grade.-- The scores obtained from the

reactions. Twenty per cent of the eighth grade boys have scores equal to or above the selected score of 58, thus showing marked confidence reactions. Fourteen per cent of the eighth grade girls have scores equal to or below the selected score of 19 from the continuum, thus showing marked fear reactions. Ten per cent of the eighth grade boys have scores equal to or below 19, thus showing marked fear reactions.

Thirty-three per cent of the eleventh grade girls have scores equal to or above 58, thus showing marked confidence reactions. Thirty-one per cent of the eleventh grade boys have scores equal to or above 58, thus showing marked confidence reactions. Five per cent of the eleventh grade girls have scores equal to or below 19, thus showing marked fear reactions. There is no score falling at or below 19 in the eleventh grade boys' range of scores.

#### 5. Item Analysis

For purposes of analyzing the individual items relative to the degree of confidence as expressed by the groups as a whole and in the areas of before, during, and after the talks, the following tables are provided. The items are arranged in rank order of most confidence to least confidence. The items that were selected from the original Gilkinson Scale are paired, that is, those that seem to be measuring the positive and negative sides

of the same feeling or attitude. The average percentage of the confidence answers to these items is shown and represents the group percentage showing confidence on each pair of items.

Table 6. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items BEFORE Speech

Item (1)	Percentage (2)
While preparing a speech I am in a constant state of anxiety. I enjoy preparing a talk.	46.5
I am terrified at the thought of speaking before a group of people. I face the prospect of making a speech with complete confidence.	42.0
I am very nervous before getting up to speak. I have no fear of facing an audience.	38.5
I get up to speak with the feeling that I shall surely fail. I feel sure of myself and calm as I rise to speak.	38.0
I always avoid speaking in public if possible. I seek opportunities to speak in public.	26.5

In the foregoing category of BEFORE the speech there is no pair of items in which the average percentage of the sample of 100 eighth grade students is over 46.5. Less than half of the sample of students have expressed feelings

of confidence on any one pair of items. Reference to the table will give the exact percentage of the students expressing confidence on the individual pairs.

Table 7. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items DURING Speech

Item (1)	Percentage (2)
I hurry while speaking to get through and out of sight. I like to speak deliberately thinking my way through my subject.	61.5
I find it extremely difficult to look at my audience while speaking. I like to watch how the audience acts while I am speaking.	60.0
I feel that I am not making a favorable impression when I speak. Audiences seem friendly when I address them.	53.0
Audiences seem bored when I speak. Audiences seem interested in what I have to say.	48.0
I especially dread speaking before a group who oppose my point of view. I am not greatly disturbed if I think the audience does not agree with me.	48.0
Owing to fear I cannot think clearly on my feet. My mind is clear when I face an audience.	46.5
I am in constant fear of forgetting my speech. Ideas and words come to mind easily while speaking	46.5

(concluded on next page)

Table 7. (concluded)

Item (1)	Percentage (2)
I dislike to use my voice and actions to express my thoughts. I like to use my voice and actions to influence an audience.	46.5
My posture feels strained and unnatural. I feel poised and alert when I face an audience.	46.0
It is difficult for me to find words to express my thoughts. I seldom have any difficulty finding words to express my thoughts.	45.5
I am afraid the audience will discover my self-consciousness. I forget all about myself shortly after I begin to speak.	43.0
I never feel that I have anything worth saying. I usually feel that I have something worth saying.	41.5
I feel tense and stiff while speaking. I feel relaxed and comfortable while speaking.	38.0

In the foregoing category of DURING the speech, three pairs of items show more than half of the sample of 100 eighth grade students expressing confidence on individual pairs. Less than half of the students have expressed confidence on any one pair of the other ten pairs of items in this category. Reference to the table will give the

exact percentage of the students expressing confidence on the individual pairs.

Table 8. Eighth Grade Item Analysis Showing Percentage of Confidence on Paired Items AFTER Speech

Item	Percentage
(1)	(2)
At the conclusion of the speech I feel that I have failed.	40.5
I feel satisfied at the conclusion of the speech.	

In the category of AFTER the speech only one pair of items was selected from the Gilkinson scale. Less than half of the eighth grade sample express confidence on this pair of items. The eleventh grade item analysis follows:

Table 9. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items BEFORE Speech

Item	Percentage
(1)	(2)
I get up to speak with the feeling that I shall surely fail.	59.0
I feel sure of myself and calm as I rise to speak.	
While preparing a speech I am in a constant state of anxiety.	53.5
I enjoy preparing a talk.	

(concluded on next page)

Table 9. (concluded)

Item	Percentage
(1)	(2)
I am terrified at the thought of speaking before a group of people.	53.0
I face the prospect of making a speech with complete confidence.	
I always avoid speaking in public if possible.	37.5
I seek opportunities to speak in public.	
I am very nervous before getting up to speak.	37.0
I have no fear of facing an audience.	

In the foregoing category of BEFORE the speech, three pairs of items show more than half of the sample of 100 eleventh grade students expressing confidence on individual pairs. The other two pairs show percentages of less than half of the students expressing confidence in their rating of these items. Reference to the table will give the exact percentage of the students expressing confidence on the individual pairs.

Table 10. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items DURING Speech

Item	Percentage
(1)	(2)
I find it extremely difficult to look at my audience while speaking. I like to watch how the audience acts while I am speaking.	73.5
I am afraid the audience will discover my self-consciousness. I forget all about myself shortly after I begin to speak.	67.5
I hurry while speaking to get through and out of sight. I like to speak deliberately thinking my way through my subject.	67.5
I feel that I am not making a favorable impression when I speak. Audiences seem friendly when I address them.	66.0
I never feel that I have anything worth saying. I usually feel that I have something worth saying.	66.0
Owing to fear I cannot think clearly on my feet. My mind is clear when I face an audience.	63.5
I am in constant fear of forgetting my speech. Ideas and words come to mind easily while speaking.	60.5
I dislike to use my voice and actions to express my thoughts. I like to use my voice and actions to influence an audience.	59.0

(concluded on next page)

Table 10. (concluded)

Item	Percentage
(1)	(2)
I especially dread speaking before a group who oppose my point of view. I am not greatly disturbed if I think the audience does not agree with me.	56.0
Audiences seem bored when I speak. Audiences seem interested in what I have to say.	52.0
I feel tense and stiff while speaking. I feel relaxed and comfortable while speaking.	51.0
My posture feels strained and unnatural. I feel poised and alert when I face an audience.	49.5
It is difficult for me to find words to express my thoughts. I seldom have any difficulty finding words to express my thoughts.	48.5

Of the thirteen pairs of items in the foregoing category of DURING the speech, over half of the eleventh grade sample of 100 students have expressed confidence on eleven pairs. The other two pairs show percentages of less than half. Reference to the table will give the exact percentage of the students expressing confidence on the individual pairs.

Table 11. Eleventh Grade Item Analysis Showing Percentage of Confidence on Paired Items AFTER Speech

Item	Percentage
(1)	(2)
At the conclusion of the speech I feel that I have failed.	72.0
I feel satisfied at the conclusion of the speech.	

Reference to the above table of the category AFTER the speech shows that 72 per cent of the eleventh grade students have expressed confidence on this pair of items.

#### 6. Item Analysis Comparison by Grades

In the category of BEFORE the speech, less than half of the eighth grade students have expressed confidence on any one pair of items. On three pairs of the five pairs in this category, more than half of the eleventh grade students have expressed confidence. The eleventh grade group has shown that a greater number of them as compared to the eighth grade group express confidence on individual pairs except on the pair measuring "nervousness and fear before getting up to speak." The range of percentages for the eighth grade group runs from 26.5 to 46.5 whereas the range of percentages for the eleventh grade group runs from 37.0 to 59.0.

In the category of DURING the speech, only three pairs of items show more than half of the sample of 100 eighth grade students expressing confidence on individual pairs whereas eleven pairs of items show more than half of the sample of eleventh grade students expressing confidence in this category. On every pair of items the eleventh grade group has expressed greater confidence as a whole. The range of percentages for the eighth grade group runs from 38.0 to 61.5 whereas the range of percentages for the eleventh grade group runs from 48.5 to 73.5.

In the category of AFTER the speech less than half (40.5) of the eighth grade students have expressed confidence on the one pair of items whereas the eleventh grade group shows that 72 per cent of them have expressed confidence on this pair of items.

It would seem that a greater number of the eighth and the eleventh grade samples should show higher numbers of them expressing confidence on individual pairs of items and in the areas of before, during, and after, as a whole.

The entire range of the eighth grade sample runs from 26.5 per cent to 61.5 per cent. The entire range of the eleventh grade sample runs from 37 per cent to 73.5 per cent.

CHAPTER V  
SUMMARY AND CONCLUSIONS

1. Summary

✓ Two hundred students, evenly divided between the eighth and eleventh grade, rated themselves on a scale which measured their attitudes of fear and confidence in oral report and speaking situations before their classmates. The students were members of classes in English, Social Studies, and Science, with speech classes being exempt from the study.

The important considerations were: (1) the types of fears as reported by students; (2) significant differences in fear and confidence scores at the eighth and eleventh grade levels; (3) significant differences in fear and confidence scores of male and female students; (4) the trend, in general, of scores, toward fear or confidence of the students on a continuum from fear to confidence as evaluated from frequency distributions of the scores.

A revised version of the Gilkinson scale entitled THE PERSONAL REPORT ON CONFIDENCE AS A SPEAKER was used. The revised scale measured attitudes before, during, and after, the talk. The number of items on the Gilkinson scale was reduced and repetitious items was discarded. The original Gilkinson scale was adapted for use in the

classroom situation and retitled the SPEAKERS RATING SCALE.

It was found that twelve per cent of the eighth grade sample had scores which fell below or at an arbitrarily selected score below which students could be reasonably interpreted as having definite fear reactions in the speaking situation. This selected score was the 25th percentile from the possible range of scores on the scale. In comparison to the eighth grade sample's scores in this "fear" range, the eleventh grade had three per cent falling at or below the selected score.

Twenty per cent of the eighth grade sample had scores which fell above or at an arbitrarily selected score above which students could have reasonably interpreted definite confidence reactions. This selected score was the 75th percentile from the possible range of scores on the scale. In comparison to the eighth grade sample's scores in this "confidence" range, the eleventh grade had thirty-two per cent falling at or above the selected score.

The remaining percentages, 68 in the eighth grade, and 65 in the eleventh grade are similar as to number falling between marked fear and marked confidence, however the general distribution of scores of the eighth grade tends to be considerably lower than the eleventh grade.

In comparing the scores of the boys and girls, it was found that there were no significant differences in the

scores at the eighth or the eleventh grade levels.

In item analysis and comparison between the two grade levels, it was found that the eleventh grade as a group showed higher indications of confidence on every pair of items in the scale except one. There are 38 items on the scale, which when paired, that is, measure the positive and negative side of the same feeling or attitude, yield 19 pairs of items. On only three pairs did more than half of the eighth grade sample indicate confidence, whereas 50 per cent or more of the eleventh grade sample indicated confidence on 15 of the pairs. The range of percentages indicating confidence for the eighth grade group as a whole runs from 26.5 to 61.5 on the pairs of items. The range of percentages indicating confidence for the eleventh grade group as a whole runs from 37.0 to 73.5 on the pairs of items.

It seems that these indications of confidence of both groups in item analysis fall far short of what should be expected.

## 2. Conclusions

1. The eleventh grade group had more confidence in speaking situations than the eighth grade group. No inference as to why the eleventh grade group does show more confidence is to be given. Such factors as levels of

maturation, education, exposure to more stimulating experiences, increased sociability, formal speech training, and others, may or may not have played a part in increasing their confidence.

2. Eighty per cent of the eighth grade sample's scores fall below a reasonably interpreted confidence reaction score. This eighth grade group definitely needs speech training and exposure to speech experiences to increase their confidence in the speaking situation.
3. Sixty-eight per cent of the eleventh grade's scores fall below a reasonably interpreted confidence reaction score. This eleventh grade group definitely needs speech training and exposure to speech experiences to increase their confidence in the speaking situation.
4. Twelve per cent of the eighth grade sample's scores show reasonably interpreted marked fear reactions in speaking situations. Such scores may indicate the need for investigation of other inhibiting social traits or attitudes.
5. Three per cent of the eleventh grade sample's scores show reasonably interpreted marked fear reactions in speaking situations. Such scores may indicate the need for investigation of other inhibiting social traits or attitudes.
6. Boys and girls show approximately the same degree of

fear and confidence when the sexes are compared at their respective grade levels.

In general, then, the resultant scores indicate that students need speech training and experiences so as to alleviate or reduce inhibiting fears toward speaking before groups. The scores of both groups tend to fall in the "fear" rather than the "confidence" range. It should be expected that rather than having 80 per cent of an eighth grade sample show scores falling below reasonably considered confidence levels, such a percentage should fall above this level. Similarly, where 68 per cent of an eleventh grade sample's scores fall below a reasonably considered confidence level, it should be expected that this percentage should fall above this level.

## CHAPTER VI

### LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY

#### 1. Limitations

This study and interpretation of scores did not take into account the kinds and amounts of formal speech training that individuals may have received. There is no comparison of individual scores with speaking ability, scholarship, achievement, vocational choices, social activities, or participation in extra-curricular activities.

#### 2. Suggestions for Further Study

1. Correlation of scores of SPEAKERS RATING SCALE with scores obtained on the AUDIENCE RATING SCALE.
2. Correlation of scores of SPEAKERS RATING SCALE with scores obtained on the LISTENERS EVALUATION CHART FOR TALKS.
3. Administration of the SPEAKERS RATING SCALE to a group of eighth and eleventh grade students at the beginning and at the end of a formal public speaking course for comparison of scores.
4. Administration of the SPEAKERS RATING SCALE to a group of eighth and eleventh grade students in conjunction with the administration of such personality inventories as the BELL ADJUSTMENT INVENTORY or the

BERNREUTER PERSONALITY INVENTORY for comparison of attitudes toward speaking with personality traits and characteristics.

5. Investigation of scores obtained on the SPEAKERS RATING SCALE as compared to such factors as vocational choices, social activities, kinds and amounts of formal speech training, leadership, mental capacity, achievement level, and extra-curricular activities.
6. Thorough investigation of such factors as mental capacities, environmental background and influences, achievement levels, aptitudes, and attitudes, of students who receive extreme confidence or extreme fear scores on the SPEAKERS RATING SCALE. This could be accomplished through personal interviews, the administration of tests of personality, aptitudes, mental capacity, achievement, and attitudes, and through consultation with teachers, parents, and associates.

APPENDIX

1. Copy of Gilkinson's original scale, PERSONAL REPORT ON CONFIDENCE AS A SPEAKER.
2. SYMBOLS AND FORMULAS USED IN STATISTICAL ANALYSIS.

## Copy of Gilkinson's original scale,

## PERSONAL REPORT ON CONFIDENCE AS A SPEAKER

Name.....Section.....

Date.....Sex.....Age.....The following material has reference to.....

Check the following scale to indicate your feelings just before and at the beginning of a speech.

extremely	frightened,	somewhat	a little	entirely
frightened	doubtful	worried	nervous	confident
and	of	but willing	but eager	and eager
confused	ability	to talk	to speak	to talk
1.....	2.....	3.....	4.....	5.....

Check the following scale to indicate your feelings during the balance of the speech.

1.....2.....3.....4.....5.....

Check all of the following terms which represent your feelings and experiences. Use column 1 to indicate feelings and experiences just before and at the beginning of the speech. Use column 2 to represent feelings and experiences during the balance of the speech.

1	2	1	2
... trembling	...	... nervous	...
... sweating	...	... dislike to look at	...
... dry mouth	...	... audience	...
... rapid heart beat	...	... fear of forgetting	...
... blushing	...	... anxious to finish	...
... short breath	...	... feel sickish	...
... tense throat	...	... emotionally upset	...
... tense face	...	... frightened	...
... tense body	...	... anxious	...
... lose ideas	...	... uneasy	...
... mental confusion	...	... jittery	...
		... embarrassed	...

Encircle "Yes," "No," or "?" for all the following statements.

1. Yes No ? Audiences seem bored when I speak.
2. Yes No ? I feel dazed while speaking.

3. Yes No ? I like to pick out some friendly person in the group to whom to address my remarks.
4. Yes No ? I am continually afraid of making some embarrassing or silly slip of the tongue.
5. Yes No ? My face feels frozen while speaking.
6. Yes No ? I have a deep sense of personal worthlessness while facing an audience.
7. Yes No ? Owing to fear I cannot think clearly on my feet.
8. Yes No ? The prospect of facing an audience arouses mild feelings of apprehension.
9. Yes No ? I get up to speak with the feeling that I shall surely fail.
10. Yes No ? While making a speech I feel more comfortable if I can stand behind a table.
11. Yes No ? While preparing a speech I am in a constant state of anxiety.
12. Yes No ? I feel exhausted after addressing a group.
13. Yes No ? My hands tremble when I try to handle objects on the platform.
14. Yes No ? I am almost overwhelmed by a desire to escape.
15. Yes No ? I am in constant fear of forgetting my speech.
16. Yes No ? I dislike to use my body and voice expressively.
17. Yes No ? I feel disgusted with myself after trying to address a group of people.
18. Yes No ? I feel tense and stiff while speaking.
19. Yes No ? I am so frightened that I scarcely know what I am saying.
20. Yes No ? I hurry while speaking to get through and out of sight.
21. Yes No ? I prefer to have notes on the platform in case I forget my speech.
22. Yes No ? My mind becomes blank before an audience and I am scarcely able to continue.
23. Yes No ? I particularly dread speaking before a group who oppose my point of view.
24. Yes No ? It is difficult for me to calmly search my mind for the right word to express my thoughts.
25. Yes No ? My voice sounds strange to me when I address a group.
26. Yes No ? I feel more comfortable if I can put my hands behind my back or in my pockets.
27. Yes No ? My thoughts become confused and jumbled when I speak before an audience.
28. Yes No ? I am completely demoralized when suddenly called upon to speak.
29. Yes No ? I find it extremely difficult to look at my audience while speaking.
30. Yes No ? I am terrified at the thought of speaking before a group of people.

31. Yes No ? I become so frightened at times that I lose the thread of my thinking.
32. Yes No ? My posture feels strained and unnatural.
33. Yes No ? My legs are wobbly.
34. Yes No ? Fear of forgetting causes me to jumble my speech at times.
35. Yes No ? I am fearful and tense all the while I am speaking before a group of people.
36. Yes No ? I feel awkward.
37. Yes No ? I perspire while speaking.
38. Yes No ? I gasp for breath as I begin to speak.
39. Yes No ? I perspire and tremble just before getting up to speak.
40. Yes No ? I am afraid the audience will discover my self-consciousness.
41. Yes No ? I am afraid my thoughts will leave me.
42. Yes No ? I feel confused while speaking.
43. Yes No ? I never feel that I have anything worth saying to an audience.
44. Yes No ? The faces of my audience are blurred when I look at them.
45. Yes No ? I feel that I am not making a favorable impression when I speak.
46. Yes No ? I find it extremely difficult to stand still while speaking.
47. Yes No ? I feel depressed after addressing a group.
48. Yes No ? I always avoid speaking in public if possible.
49. Yes No ? I am in a state of nervous tension before getting up to speak.
50. Yes No ? I become flustered when something unexpected occurs.
51. Yes No ? I lose confidence if I find the audience is not interested in my speech.
52. Yes No ? Although I talk fluently with friends I am at a loss for words on the platform.
53. Yes No ? My voice sounds as though it belongs to someone else.
54. Yes No ? At the conclusion of the speech I feel that I have failed.
55. Yes No ? I look forward to an opportunity to speak in public.
56. Yes No ? I like to experiment with voice and action to produce an effect upon an audience.
57. Yes No ? I usually feel that I have something worth saying.
58. Yes No ? I seek opportunities to speak in public.
59. Yes No ? I am fairly fluent.
60. Yes No ? I feel elated after addressing a group.
61. Yes No ? I can relax and listen to the speakers who precede me on the program.

62. Yes No ? I am not greatly disturbed if I think the audience does not agree with me.
63. Yes No ? I find it easy to move about on the platform.
64. Yes No ? My mind is clear when I face an audience.
65. Yes No ? I have no fear of facing an audience.
66. Yes No ? Public speaking is my favorite hobby.
67. Yes No ? Unexpected occurrences while speaking do not fluster me.
68. Yes No ? I have no serious difficulty in following the outline of my speech.
69. Yes No ? I feel poised and alert when I face an audience.
70. Yes No ? I enjoy preparing a talk.
71. Yes No ? I feel relaxed and comfortable while speaking.
72. Yes No ? I like to observe the reactions of my audience to my speech.
73. Yes No ? I like to use humorous stories and anecdotes.
74. Yes No ? I have a feeling of alertness in facing an audience.
75. Yes No ? Ideas and words come to mind easily while speaking.
76. Yes No ? Although I do not enjoy speaking in public I do not particularly dread it.
77. Yes No ? I do not mind speaking before a group.
78. Yes No ? I like to speak deliberately thinking my way through my subject.
79. Yes No ? Although I am nervous just before getting up I soon forget my fears and enjoy the experience.
80. Yes No ? I feel satisfied at the conclusion of the speech.
81. Yes No ? It is interesting to search for effective ways of phrasing a thought.
82. Yes No ? I have a feeling of mastery over myself and my audience.
83. Yes No ? At the conclusion of a speech I feel that I have had a pleasant experience.
84. Yes No ? New and pertinent ideas come to me as I stand before an audience.
85. Yes No ? I face the prospect of making a speech with complete confidence.
86. Yes No ? I take pride in my ability to speak in public.
87. Yes No ? Audiences inspire me.
88. Yes No ? Audiences seem interested in what I have to say.
89. Yes No ? Speaking in public is pleasantly stimulating.
90. Yes No ? I feel purposeful and calm as I rise to speak.
91. Yes No ? I feel expansive and fluent while before an audience.

92. Yes No ? I take greater pleasure in speaking than in any other activity.
93. Yes No ? I am not disturbed by the prospect of speaking in public.
94. Yes No ? Speaking in public is an exciting adventure.
95. Yes No ? I am neither excited nor frightened by the prospect of speaking in public.
96. Yes No ? I seldom have any difficulty finding words to express my thoughts.
97. Yes No ? I feel that I am in complete possession of myself while speaking.
98. Yes No ? I forget all about myself shortly after I begin speaking.
99. Yes No ? Although I do not enjoy speaking in public I usually accept an invitation to do so.
100. Yes No ? Speaking in public is a pleasurable experience unaccompanied by any doubts or fears.
101. Yes No ? I thoroughly enjoy addressing a group of people.
102. Yes No ? Audiences seem friendly when I address them.
103. Yes No ? At the conclusion of my remarks I feel that I would like to continue talking.
104. Yes No ? I find the prospect of speaking mildly pleasant.

-----

## SYMBOLS AND FORMULAS USED IN STATISTICAL ANALYSIS

### SYMBOLS

N	Number in sample
$\Sigma$	Algebraic sum
M	Mean
SE <sub>M</sub>	Standard Error of the Mean
SD	Standard Deviation
M <sub>1</sub> -M <sub>2</sub>	Difference between Means <i>out</i>
SE <sub>Diff</sub>	Standard Error of Difference between two Means <i>out</i>
C.R.	Critical Ratio <i>out</i>
f	Frequency
d	Deviation of midpoints from Assumed Mean
c	Correction to Assumed Mean
i	Interval in frequency distribution

### FORMULAS

c	equals	$\frac{\Sigma fd}{N}$
SD	equals	$\sqrt{\frac{\Sigma fd^2}{N} - c^2}$ <sub>1</sub>
SE <sub>M</sub>	equals	$\frac{SD}{\sqrt{N}}$
SE <sub>Diff</sub>	equals	$\sqrt{SE_{M1}^2 + SE_{M2}^2}$
C.R.	equals	$\frac{M_1 - M_2}{SE_{Diff}}$

## BIBLIOGRAPHY

1. Allport, G. W., Personality, A Psychological Interpretation, Holt and Co., New York, 1937.
2. Baird, A. C., and F. Knower, General Speech, McGraw-Hill Co., New York, 1949.
3. Barnes, H. G., Speech Handbook, Athens Press, Iowa City, 1938.
4. Bernreuter, R. G., The Personality Inventory, Stanford University Press, Stanford University, California, 1935.
5. Bohannon, D., "The Speech Needs and Abilities of Ninth Grade Pupils of Joplin, Missouri," Quarterly Journal of Speech, 1941, 27: 182-188.
6. Bryngelson, B., "Speech Hygiene," Quarterly Journal of Speech, 1936, 4: 611-614.
7. Chenoweth, E. C., "The Adjustment of College Freshmen to the Speaking Situation," Quarterly Journal of Speech, 1940, 26: 585-588.
8. Commission on the Reorganization of Secondary Education, National Educational Association, "Cardinal Principles of Education," United States Bureau of Education Bulletin, 1918, 35: 11-15.
9. Darley, J. G., and W. J. McNamara, Minnesota Personality Scale, New York.
10. Dickens, M. and F. Gibson, and C. Prall, "An Experimental Study of the Overt Manifestations of Stage Fright," Speech Monographs, 1950, 1: 37-48.
11. Dow, E. W., "The Personality Traits of Effective Public Speakers," Quarterly Journal of Speech, 1941, 27: 525-532.
12. Eisenson, J., Basic Speech, The MacMillan Co., New York, 1950.

13. Gilkinson, H., "Indexes of Change in Attitudes and Behavior among Students Enrolled in General Speech Courses," Speech Monographs, 1941, 8: 23-34.
14. Gilkinson, H., Outlines of Research in General Speech, Burgess Co., Minneapolis, 1946.
15. Gilkinson, H., "Social Fears as Reported by Students in College Speech Classes," Speech Monographs, 1942, 9: 141-161.
16. Gilkinson, H. and F. H. Knower, "Individual Differences among Students of Speech as Revealed by Psychological Tests," Quarterly Journal of Speech, 1940, 26: 243-255.
17. Gilkinson, H., and F. H. Knower, "A Study of Standardized Personality Tests and Skill in Speech," Journal of Educational Psychology, 1941, 32: 161-175.
18. Hayworth, D., "A Search for Facts on the Teaching of Public Speaking," Quarterly Journal of Speech, 1941, 27: 38-45.
19. Heffron, P. M., and W. R. Duffey, Teaching Speech, Volume I, Burgess Co., Minneapolis, 1948.
20. Henrickson, E., "Some Effects on Stage Fright of a Course in Speech," Quarterly Journal of Speech, 1943, 4: 490-491.
21. Klineberg, O., Social Psychology, Holt and Co., New York, 1940.
22. Knower, F. H., "A Study of Speech Attitudes and Adjustments," Speech Monographs, 1938, 5: 130-203.
23. Lomas, C., "The Psychology of Stage Fright," Quarterly Journal of Speech, 1937, 23: p. 35.
24. Lomas, C., "Stage Fright," Quarterly Journal of Speech, 1944, 4: 479-485.
25. Lowie, R. H., An Introduction to Cultural Anthropology, Rinehart and Co., New York, 1947.
26. Mable, E. C., "Speech Training and Individual Needs," Quarterly Journal of Speech, 1933, 19: 341-356.
27. MacIver, R. M., and C. H. Page, Society, Rinehart and Co., New York, 1949.

28. McKee, P., Language in the Elementary School, Houghton-Mifflin Co., Boston, 1939.
29. Manser, R. B., and L. Finlan, The Speaking Voice, Longmans, Green and Co., New York, 1950.
30. Monroe, A., Speech, Scott, Foresman and Co., Chicago, 1949.
31. Moore, G. E., "Personality Changes Resulting from Training in Fundamentals of Speech," Speech Monographs, 1935, 2: 56-59.
32. Murray, E., The Speech Personality, Lippincott Co., Chicago, 1944.
33. Rasmussen, C., Speech Methods in the Elementary School, Ronald Press, New York, 1949.
34. Robinson, K. F., Teaching Speech in the Secondary School, Longmans, Green and Co., New York, 1951.
35. Rose, F. H., "Training in Speech and Changes in Personality," Quarterly Journal of Speech, 1940, 26: 193-196.
36. Tyler, L. A., The Psychology of Individual Differences, Appleton-Century Croft Co., New York, 1947.