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Changes of attitudes of fear and confidence in speaking situations at the 10th, 11th, and 12th grade levels

CHANGES OF ATTITUDES OF FEAR AND CONFIDENCE IN SPEAKING SITUATIONS AT THE 10th, 11th, AND 12th GRADE LEVELS

Richard W. O'Connor 1954

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Thesis

CHANGES OF ATTITUDES OF FEAR AND CONFIDENCE IN SPEAKING SITUATIONS AT THE 10th, 11th, AND 12th GRADE LEVELS

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CHAPTER I

THE PROBLEM

1. Statement of the Problem

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

The considerations will concern: (1) the types of fears as reported by students; (2) noticeable differences, if any, in fear and confidence scores at the tenth, eleventh, and twelfth grade levels; (3) noticeable differences, if any, in fear and confidence scores of male and female students; (4) a general trend of scores toward fear or confidence as evaluated from frequency distributions of the scores prior to work on fundamentals of speech; (5) a retesting of same pupils' attitude toward fear or confidence as evaluated from frequency distributions of the scores after work on fundamentals of speech.

2. Justification of the Study

The data assembled will be used to aid teachers of speech in helping the student overcome, alleviate, prevent, or master lack of confidence; to employ more effective techniques in teaching speech classes. The differences found in fear and confidence scores may indicate at which grade level formal speech training should begin in order to prevent or at least lessen the development of fears in a public speaking situation. Oral work, public speaking, focuses attention on the speaker. The work accomplished is public and group awareness and the involved stimulations enable pupils actively to practice socialization. Such procedures allow, not remote but immediate, employment for social approval and acceptance. Such training will allow less teaching and more living.

Thus far, literature in this area admits studies concerned with stage fright and its manifestations and psychological implications, but such studies have been limited to college groups. The one exception is the study by Emery.[1] Emery tested 200 students evenly divided between the 8th and 11th grades. The students were rated in English, science, and social studies classes,

1/ R. M. Emery, An Evaluation of Attitudes of Fear and Confidence in Speaking Situations at the Eighth and Eleventh Grade Levels, M. Ed., Boston University, 1951.

while speech classes were exempt. From these ratings were found:

8th--12% showed marked fear reactions

20% showed marked confidence reactions

68% fell between

11th-3% showed marked fear reactions

32% showed marked confidence reactions

65% fell between

Such percentages indicate that both groups tended to fall in the "fear" rather than the "confidence" range. It should be expected that the larger percentage should fall above a reasonably considered confidence level.

By expanding such a study to secondary levels it is hoped to gain a clearer understanding of the significance of stage fright which is possessed by those who will be unable to secure benefits of higher education.

Too many students in speech courses admit feelings of fear and lack of confidence in public speaking situations. Such lack of confidence produces hindrances to good speech or oral presentation by these students both in academic work and in successful outside employment. Writers in the field of speech, including Baird and Knower,[1] report that from sixty to seventy-five per cent

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

of college students in both beginning and elementary speech courses are concerned regarding nervousness in speaking. Robinson [1] states that thirty to thirty-five per cent consider it a serious problem. With such a high percentage possessing these feelings, the problem is of great import and requires study.

Educators must be concerned with the WHOLE PERSON. Not only are immediate needs essential but future needs also must be appraised. Public speaking in high school endeavors to help the student in a general way and in no way attempts to produce any single ability. Speech in high school attempts to make a better personality, a more capable citizen, and a more cooperative member of society.

What is the purpose of speech? Speech is the medium by which we obtain human cooperation. Through speech are obtained coordination and correlation of diverse activities for the betterment of all people by easier social adaptability resulting in more pleasant and stimulating relationships. It is a stimulus and response activity.

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

Speech is normally used for a number of distinguishable purposes:[1]

1. To give precise directions, explanations, and descriptions
2. To influence belief and action
3. To relieve tension and increase the enjoyment of social occasions
4. To share the deep experience of life

To insure success, a student should work for a reasonable proficiency in all because all play a part in the ordinary affairs of life.

Effective speech requires more than effective thinking. To be an effective speaker, the student needs also to have or to acquire:[2]

1. Freedom from excessive fear
2. Habits of skill in the use of the basic symbols: body, voice, and words
3. Proficiency in the techniques of speech composition
4. Ability to meet the varying requirements of special situations

If education is to consider the WHOLE PERSON, then an attempt must be made at the secondary level to include

1/ L. Thonssen and H. Gilkinson, Basic Training in Speech, D. C. Heath and Co., Boston, 1947, p. 29.

2/ Ibid., pp. 29-30.

the aforementioned requirements. True that these needs would be considered in college training, but too few of our students are able to attend college. This necessitates the all-out attempt to do for them all that is possible while the opportunity is present. Speech, being an integral part of everyday life, must be nurtured so that each student must take his place in life according to his ability.

The student who is to be successful cannot be hampered by fear of speaking before groups. Through this fear comes lack of leadership and the failure to use the talents and abilities which might have been improved through education. Fear prevents better social living and social communication which is an ultimate because people are social animals and require social contact.

The fear of speaking before groups is not something possessed by just a few, it is admitted by too many people in speech classes although in varying degrees. It is of greater importance when one considers that too many students receive no help in this definitely essential phase of everyday life.

This fear (stage fright) manifests an emotion resulting from a difficulty in coping with a speech situation.

Lomas [1] suggests the following, "When an individual's pattern of responses is inadequate to meet a situation, when the configuration is broken, aimless but highly vigorous activity results. In speech we call this stage fright. But it differs from other speech emotions only in the degree of integration toward a definite goal."

Thus we find a student not knowing what to do or how to act, presenting a crisis if he possesses severe feelings of stage fright. Stage fright is not something to be shaken off easily. It is a very real fear which involves an attitude change toward an audience on the part of the speaker. Training a student to meet such a situation may help reduce such fear and intensity. Exception exists in the case of a severely maladjusted student demanding more scientific help than that offered in a speech course.

3. Scope

This study is concerned with the change of attitude that occurs during a speech course in high school, necessitating analysis on the basis of answers to the SPEAKER'S RATING SCALE.

1/ C. W. Lomas, "The Psychology of Stage Fright," Quarterly Journal of Speech, XXIII (1937), 35-44.

This study involved students of the 10th grade, 110 boys only, students of the 11th grade, 175, and students of the 12th grade, 169. The total number sampled was 454.

CHAPTER II

REVIEW OF RELATED RESEARCH

Speech training and stage fright.-- An experiment in a first speech course involving 205 students was conducted by Henrickson.[1/] He attempted to discover the effects of speech training upon stage fright and to find the factors which influenced emotional tension and confidence. In this experiment, students were given questionnaires at the beginning of the course. These questionnaires were filled out and rated by the students from 1 to 10. On the scale 1 represented no stage fright, and 10 represented very great stage fright, plus other intermediate degrees between these two extremes. The students considered the following types of speaking situations in their ratings:

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

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

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 student's stage fright; of highest rank were: (1) practice; (2) the attitude of the instructor; (3) the attitude of classmates.

An experiment conducted by Chenoweth [1] at the University of Iowa comprised 887 students who were enrolled in Speech I. The students were rated on two successive speeches on a scale ranging from 1 to 7 as to adjustment in speaking situations. A Rating of 1 indicated inferior adjustment and a Rating of 7 indicated superior adjustment, with varying indications of adjustment in between on a continuum. Environmental background, previous speech training, and experience were covered by a case-history questionnaire 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 made through the administration of the BERNREUTER PERSONALITY INVENTORY. From the two groups, 100 well adjusted and 100 poorly adjusted speakers were selected 50 students. These students, the selected 50, were given personal interviews relative to environmental background, nature and extent of adjustment problems, nervousness, forgetting, stage fright, fear of being laughed at, failure, and dread toward speaking before groups.

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

The findings were:

1. More well adjusted (56 per cent) than maladjusted speakers (36 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 where 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 grades and in the junior and senior high schools.

Conclusions drawn were:

1. Well adjusted groups 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.

With respect to the percentage of the population experiencing stage fright, Knower [1] has reported that

1/ F. H. Knower, "A Study of Speech Attitudes and Adjustments," Speech Monographs, (1938), 130-203.

56 per cent of one group of 210 University of Minnesota students and 61 per cent of another similar group of 277 students listed some form of nervousness as one of their speech problems. In a group of 512 high school students of speech, rated by eight speech instructors, only 29 per cent were judged to be free from some form of emotional difficulty in speaking situations. Seventy-four per cent of these high school students judged themselves on a three-point nervousness scale to be at least somewhat nervous when speaking.

Greenleaf's 1/ study of social speech fright involved a preliminary survey of 384 Communication Skills students, interviews with fourteen students professing to experience severe speech fright, and the administration of a questionnaire based on these interviews to 789 Communication Skills students.

Symptoms of speech fright appear to fall into three general classifications: evaluation, such as "feeling that the audience is disapproving of you"; physiological, such as "stomach upset"; and avoidance tendencies, such as "desire to escape from the situation."

In terms of onset, speech fright appears to be of

1/ F. I. Greenleaf, An Exploratory Study of Speech Fright, The Quarterly Journal of Speech, October, 1952, Vol. 38, #3, PP. 326-330.

two general types. The first, and apparently more common, type seemed to involve a gradual development of fears and tensions in speech situations beginning in early life. School experiences seemed to contribute considerably toward the development of these fears and tensions. The second type begins relatively late in life and develops more or less suddenly in individuals associating with younger people, even though their status seemed to be the same as that of the younger group.

A relationship between the degree of speech fright and the tendency to avoid speech situations seemed to exist. An indication was present to judge that speech fright tends to restrict the individual's social and vocational activities.

The more severe the speech fright, as self-rated, the more numerous symptoms reported.

Of importance were:

1. Inability to finish speaking
2. Weak voice
3. Inability to look at audience
4. Tremors of hands, knees, etc.
5. Feeling that the audience is disapproving
6. Inability to produce voice
7. Excessive perspiration

In speech fright, the basic disturbance may be designated as anxiety-tension occasioned by misevaluative reactions to speech situations.

Fear and confidence.-- The following description of experimentation done by Gilkinson [1] is especially important in this study as a scale developed by Gilkinson has been adapted and revised by Emery [2] for purposes of obtaining the data for use in the evaluation of speakers' 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 the degree of fear and confidence with which they face 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 composed of 420 men and women enrolled in Fundamentals of Speech at the University of Minnesota in 1941-1942. These men and women were asked to describe their feelings before, during, and after speaking before a group. Gilkinson developed a scale entitled THE PERSONAL REPORT ON

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

2/ Op. cit.

CONFIDENCE AS A SPEAKER or the PRCS Scale. It includes:

1. Graphic Rating Scale: 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 four statements of which fifty-four reflect "fear" and fifty reflect "confidence."

Directions were as follows:

The report was to be made within forty-eight 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 experience in the recent speech.

The scoring method used 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 0.30 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 significant reduction in fear as reflected in average 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 made to test the attempts of observers in judging degrees of stage fright, Dickens, Gibson, and Prall 1/ 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 2/ during a round of regular speech classes. 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 student's self-ratings. In an attempt

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/ Gilkinson, op. cit., PRCS Scale.

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 speaker's self-ratings. A resulting correlation coefficient of 0.99 was obtained when the 50 items were correlated with the original scores. For the purpose of this study, the expressive 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.

Personality traits.-- In a study conducted by Dow [1] to ascertain the personality traits of good speakers, he correlated the semester grades of 153 students in speech courses with the results of psychological measuring:

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

From the obtained results, he concluded that there is an existing relation between the traits of extroversion, ascendance, lesser degree of emotional reaction,

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

hyperkinesis, and public speaking. A definite trend indicated that the best speakers tended to be extroverted, ascendant, self-sufficient, and more stable emotionally.

In 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, Gilkinson and Knower [1] reported indications of functional relationship between speech-classroom-behavior and social-situational-behavior. This category was one in which clear and consistent differentiation of good and poor speakers appeared.

In a study [2] 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 a lack of speech course?

Rose paired 145 men and 146 women enrolled in beginning speech classes with 291 students who were not taking and had not taken any speech courses. The pairings

1/ 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.

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

were made on the basis of sex, college, and semester in college. The BERNREUTER PERSONALITY INVENTORY was given to all the students 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. He reported inconclusive results as to self-sufficiency and sociability.

In the study done by Dickens et al,[1] it was 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 seemed satisfactory as validity is difficult to establish on this type of test.

Baird and Knower [2] say that symptoms of stage fright seem to be:

1. Withdrawal

    a. Looking at the floor or ceiling

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

2/ A. C. Baird and F. H. Knower, Essentials of General Speech, McGraw-Hill Book Co., New York, 1952, pp. 75-79.

b. Looking out the window

c. Hands in pockets or behind one's back

d. Retreating behind a table or speaker's stand

e. Lack of eye contact

f. Desire to rush through or run away

2. Physiological Reactions

a. Pounding of the heart

b. Gasping for breath

c. Dry mouth

d. Perspiration

e. Blushing or blanching

3. Tension and muscular conflict

a. Trembling

b. Fidgeting

c. Random behavior

d. Feelings of awkwardness

4. Conflict of intellectual and emotional behavior

a. Inability to "think on one's feet"

b. Forgetting

c. Slips of the tongue

d. The mind going blank

e. Inability to control muscular action

5. Voice reactions

a. High pitch because of tension on vocal cords

b. Monotony

c. Harshness

d. Weakness or inaudibility

e. Inflectional patterns

f. Characteristic resonance

6. Psychological reactions

a. Jittery

b. Embarrassed

c. Mystified

d. Disgusted

e. Apologetic

f. Sheepish

g. Unhappy

The aforementioned symptoms are found in Gilkinson's Scale and the scale contains many that measure feelings and symptoms not mentioned.

Emery 1/ used a modification of the Gilkinson scale to study fear and confidence in high school students. The modification was necessitated because of length for practical classroom use, an imbalance of "fear" and "confidence" statements, possible discrepancies in method of scoring because only the "yes" responses to the "fear" and "confidence" items were added and the final score was the algebraic sum of the plus and minus responses.

1/ R. M. Emery, op. cit.

In reducing the number of items on the Gilkinson Scale the following points were considered:

1. The scale was to be cut in half.
2. Employ the same number of "fear" and "confidence" items.
3. For every "confidence" item there was to be a corresponding "fear" item to tap as near as possible the same attitude or feeling.
4. A discarding of seemingly repetitious statements was necessary.
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 to avoid difficulty in understanding the wording.
8. The test should be easy to administer and easy to score.

To meet the above requirements, Gilkinson's Scale was subjected to lengthy analysis by five graduate students participating in the general research project which considered the measuring and evaluating speaking abilities and speaker-audience attitudes.

Thirty-eight items were selected as best testing feelings and attitudes of "fear" and "confidence" in the speaking situation. Minor changes in wording and questions were made on seven items by the five members of the research group to permit use with seventh grade pupils. The changes were based on standards set up in vocabulary books designed for seventh grade pupils. Such changes caused no distortion in the meaning of the original Gilkinson item. By chance selection of numbers, the 38 items were arranged on the final adapted scale in random order. The PRCS adapted scale, now called the SPEAKERS RATING SCALE,[1/] includes the 38 items selected and Gilkinson's original five-step self-rating scale.

The scoring system used was to assign a plus rating to all responses indicating "confidence," which responses were "Yes" answers to the items measuring "confidence" and "No" answers to items measuring "fear." A minus was then assigned to all responses indicating "fear," which responses were "Yes" answers to the items measuring "fear" and "No" answers to the items measuring "confidence." Next was determined the algebraic sum of the plus and minus responses. The possible range of raw

1/ See envelope on back cover.

scores ran on a continuum from -38 to a 38 with zero also being a score. The difficulty involved in the statistical use of minus and possible zero scores resulted in the choice of a system of weighted scores. For example, the raw score of -37 was given the weighted score of 2, and so on up through zero to 38 which was given the weighted score of 77.

This system of scoring seemed to be an improvement over Gilkinson's method because minus scores and possible zero scores in statistical analysis were deleted. This system included the use and analysis of "No" scores to both "fear" and "confidence" items.

For purpose 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 was 19. The 75th percentile score was 58. It seemed reasonable to assume that a score falling at or below the score of 19 was indicative of a marked fear reaction and that a score falling at 58 or above was 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 to trend toward fear and confidence.

CHAPTER III

PROCEDURE

The data was obtained from the students in speech classes in Woonsocket Senior High School, Woonsocket, Rhode Island. The students rated themselves on the SPEAKERS RATING SCALE.

The tests were given at the beginning and at the end of the school year in speech classes meeting once a week.

The tenth, eleventh, and twelfth grades were engaged in this study. The tenth grade classes were made up of boys only. The eleventh and twelfth grade classes were composed of boy and girl students.

The tenth and eleventh grade classes worked on the same topics throughout the testings. The twelfth grade classes were given different topics because of an added year's experience in the speaking situation.

The talks were of one and one half minutes duration with the exception of the final talk which preceded the second testing, and this talk was of two minutes duration.

The first testing was done after the first talk of the school year. Prior to this talk there was no specific consideration of elements of speech. Upon

completion of the talk, each speaker was given the SPEAKERS RATING SCALE to rate his attitudes and feelings BEFORE, DURING, and AFTER the talk. The speakers were allowed twenty-four hours in which to answer the SPEAKERS RATING SCALE. The Scales were then collected and were scored by the speech teacher. Attitudes and abilities during the speaker-audience relationship were the evaluative criteria.

Following the first talk there were considered definite elements of speech prior to each new assignment. The elements of speech considered throughout the school year were:

1. Poise
2. Posture
3. Intelligibility
4. Emphasis
5. Audience contact
6. Speech preparation

Upon completion of the last talk of the school-year, each student was again given the SPEAKERS RATING SCALE and allowed twenty-four hours in which to answer the statements on said scale. The students turned in the SPEAKERS RATING SCALE and they were scored by the speech teacher.

The classes gave the following talks during the year:

Grades 10 and 11

1. Personal experience
2. Talk of introduction
3. Sales talk
4. Impromptu talk
5. Informative talk
6. Nomination talk
7. Descriptive talk
8. Free choice

Grade 12

1. Personal experience
2. Pet peeve
3. Presentation talk
4. Persuasive talk
5. Extemporaneous talk
6. Anniversary talk
7. Interpretative reading
8. Free choice

Each assignment was preceded by a lecture form class in which was explained the goal sought and the purpose of the assignment. Each element of speech was explained

and demonstrated. During these lecture periods the students were allowed to ask questions at anytime.

The SPEAKERS RATING SCALES were scored by assigning a plus rating to all "Yes" answers to the items measuring "confidence" and "No" answers to items measuring "fear." A minus was then assigned to all "Yes" answers to the items measuring "fear" and "No" answers to the items measuring "confidence." Next was determined the algebraic sum of the plus and minus answers. The possible range of raw scores ran on a continuum from -38 to a 38 with zero also being a score. The raw score of -37 was given the weighted score of two, and so on up through zero to 38 which was given the weighted score of 77.

To compare an individual score and to understand 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 was 19. The 75th percentile score was 58. It seemed reasonable to assume that a score falling at or below the score of 19 was indicative of a marked fear reaction and that a score falling at 58 or above was indicative of marked confidence in speaking before

groups. Scores between these arbitrary points were considered to trend toward fear and confidence, but to have no definite fear or confidence reactions.

Upon completion of the scoring of the results of the SPEAKERS RATING SCALE, and item analysis of the tenth, eleventh, and twelfth grades was computed to determine the relative validity of the test items. The per cent of correct responses on each item was determined for the three grades using the upper and lower quartiles, 114 students. The resultant values were then used to obtain the Phi Coefficient using Guilford's 1/ formula which follows:

$$O = \frac{Pu - Pl}{2\frac{P}{8}}$$

where Pu equals the per cent of the upper criterion group responding correctly to the item.

P equals the per cent of the two sub-groups combined that react in this manner and is given by the relation

$$P = \frac{Pu + Pl}{2}$$

Q equals 1-P

1/ J. P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., New York, 1942, p. 296.

The significant and very significant Phi Coefficients were determined by the radicals:

A significant coefficient is equal to:

$$\sqrt{\frac{3.841}{N}}$$ [1]

A very significant Phi Coefficient is equal to:

$$\sqrt{\frac{6.635}{N}}$$ [2]

Tables 17, 18, and 19 list the items of the upper and lower quartiles and the Phi Coefficient of the three grades combined. A Phi Coefficient of .18 is significant, and a Phi Coefficient of .24 is very significant.

1/ J. P. Guilford, Op. cit., p. 297.

2/ Ibid., p. 298.

CHAPTER IV

RESULTS

1. The Tenth Grade

The results of scores obtained from the tenth grade on both testings were:

	1st test	2d test
Range of scores	12-70	22-75
Mean	41.12	55.07
Standard Deviation	10.78	11.13
Median	41.67	56.73
25th percentile or Q1	25.65	49.39
75th percentile or Q3	53.17	62.96

The distribution was as follows:

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

Score	Frequency 1st test	Frequency 2d test	Relative Frequency 1st test	Relative Frequency 2d test
(1)	(2)	(3)	(4)	(5)
77-72	0	3	0.0%	3.0%
71-66	4	12	4.0	13.0
65-60	8	19	7.0	21.0
59-54	15	22	14.0	24.0
53-48	9	19	8.0	21.0
47-42	18	8	16.0	9.0
41-36	18	2	16.0	2.0
35-30	13	3	12.0	3.0
29-24	10	3	9.0	3.0
23-18	8	1	7.0	1.0
17-12	7	0	7.0	0.0
11-6	0	0	0.0	0.0
5-0	0	0	0.0	0.0

Six per cent of the tenth grade sampled on the first testing had scores interpreted as definite fear reactions. No such scores resulted on the second testing. On the first testing, eighteen per cent of the tenth grade sampled and 47 per cent on the second testing had scores interpreted as definite confidence reactions. The remaining seventy-six per cent on the first testing and the fifty-three per cent on the second testing had scores ranging between these two dividing scores.

2. The Eleventh Grade

The results of scores obtained from the eleventh grade on both testings were:

	1st test	2d test
Range of scores	9-69	12-77
Mean	35.70	51.31
Standard Deviation	13.96	12.29
Median	36.6	53.25
25th percentile or Q1	24.45	44.09
75th percentile or Q3	45.42	60.34

The Distribution was as follows:

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

Score	Frequency		Relative Frequency	
	1st test	2d test	1st test	2d test
(1)	(2)	(3)	(4)	(5)
77-72	0	2	0%	1.0%
71-66	3	17	2.0	11.0

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Table 2. (concluded)

Score	Frequency 1st test	Frequency 2d test	Relative Frequency 1st test	Relative Frequency 2d test
(1)	(2)	(3)	(4)	(5)
65-60	7	25	4.0	15.0
59-54	8	33	5.0	20.0
53-48	17	32	10.0	20.0
47-42	26	22	14.0	13.0
41-36	30	14	17.0	9.0
35-30	25	8	14.0	5.0
29.24	19	3	11.0	2.0
23-18	23	2	13.0	1.0
17-12	13	4	7.0	3.0
11-6	5	0	3.0	0.0
5-0	0	0	0.0	0.0

On the first testing, eleven per cent of the eleventh grade sampled and six per cent on the second testing had scores interpreted as definite fear reactions. Two per cent of the sampled on the first testing and thirty-two per cent on the second testing had scores interpreted as definite confidence reactions. The remaining eighty-seven per cent on the first testing and the sixty-two per cent on the second testing had scores ranging between these two dividing scores.

3. The Twelfth Grade

The results of scores obtained from the twelfth grade on both testings were:

	1st test	2d test
Range of scores	9-71	13-77
Mean	38.36	53.18
Standard Deviation	15.25	14.15
Median	38.19	55.5
25th percentile or Q1	26.1	44.6
75th percentile or Q3	48.91	64.0

The distribution was as follows:

Table 3. Frequency Distribution of Scores of Twelfth Grade Students on SPEAKERS RATING SCALE

Score	Frequency		Relative Frequency	
	1st test	2d test	1st test	2d test
(1)	(2)	(3)	(4)	(5)
77-72	0	10	0.0%	6.0%
71-66	8	23	5.0	15.0
65-60	14	27	8.0	17.0
59-54	8	26	5.0	16.0
53-48	16	26	10.0	16.0
47-42	22	15	13.0	10.0
41-36	26	12	15.0	8.0
35-30	18	10	11.0	6.0
29-24	26	3	15.0	2.0
23-18	18	5	11.0	3.0
17-12	11	2	6.0	1.0
11-6	2	0	1.0	0.0
5-0	0	0	0.0	0.0

On the first testing, eleven per cent of the twelfth grade sampled and two per cent on the second testing had scores interpreted as definite fear reactions. The first testing showed fourteen per cent and second testing showed forty-four per cent of sampled had scores interpreted as definite confidence reactions. The remaining seventy-five per cent on the first testing and the sixty-four per

cent on the second testing had scores ranging between these two dividing scores.

4. Comparison Scores

On the first testing, six per cent of the tenth grade sampled showed marked fear reactions; eleven per cent of the eleventh grade sampled showed marked fear reactions; and eleven per cent of the twelfth grade sampled showed marked fear reactions. Eighteen per cent of the tenth grade sampled showed marked confidence reactions; two per cent of the eleventh grade sampled showed marked confidence reactions; and fourteen per cent of the twelfth grade sampled showed marked confidence reactions.

On the second testing, six per cent of the eleventh grade sampled showed marked fear reactions and two per cent of the twelfth grade sampled showed marked fear reactions. Forty-seven per cent showed marked confidence reactions in the tenth grade sampled; thirty-three per cent of the eleventh grade sampled showed marked confidence reactions; and forty-four per cent of the twelfth grade sampled showed marked confidence reactions.

5. Sex Differences

The eleventh grade.-- The scores obtained from the eleventh grade girls on both testings were:

	1st test	2d test
Range of scores	9-69	14-77
Mean	35.15	51.30
Standard Deviation	14.72	12.98

The scores obtained from the eleventh grade boys on both testings were:

	1st test	2d test
Range of scores	9-66	12-75
Mean	36.53	51.34
Standard Deviation	12.73	11.94

The distribution was as follows:

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

Score	Girl's Frequency		Boy's Frequency	
	1st test	2d test	1st test	2d test
(1)	(2)	(3)	(4)	(5)
77-72	0	1	0	1
71-66	0	12	0	5
65-60	0	14	0	11
59-54	0	19	0	14
53-48	6	21	0	11
47-42	17	12	3	10
41-36	36	9	24	5
35-30	23	3	26	5
29-24	17	3	13	0
23-18	7	1	4	1
17-12	0	3	0	1
11-6	0	0	0	0
5-0	0	0	0	0
Total	106	98	70	64

The twelfth grade.-- The scores obtained from the twelfth grade girls on both testings were:

	1st test	2d test
Range of scores	10-71	13-77
Mean	36.91	52.84
Standard Deviation	14.80	13.17

The scores obtained from the twelfth grade boys on both testings were:

	1st test	2d test
Range of scores	9-71	13-77
Mean	39.16	53.53
Standard Deviation	15.06	14.79

The distribution was as follows:

Table 5. Frequency Distribution of Scores of Twelfth Grade Boys and Girls on SPEAKERS RATING SCALE

Score	Girl's Frequency		Boy's Frequency	
	1st test	2d test	1st test	2d test
(1)	(2)	(3)	(4)	(5)
77-72	0	5	0	5
71-66	2	7	5	16
65-60	8	19	5	8
59-54	3	14	5	12
53-48	7	13	10	13
47-42	11	9	11	6
41-36	13	7	13	5
35-30	11	6	7	4
29-24	15	2	11	1
23-18	11	1	8	4
17-12	5	1	6	1
11-6	1	0	1	0
5-0	0	0	0	0
Total	87	84	82	75

On the first testing, seven per cent of the eleventh grade girls and six per cent of the boys had scores showing marked confidence reactions. Seventeen per cent of the eleventh grade girls and four per cent of the boys had scores showing marked fear reactions.

The first testing showed that eleven per cent of the twelfth grade girls and fifteen per cent of the boys had scores showing marked confidence reactions. Ten per cent of the twelfth grade girls and twelve per cent of the boys had scores showing marked fear reactions.

The second testing showed that thirty-five per cent of the eleventh grade girls and thirty per cent of the boys had scores showing marked confidence reactions. Three per cent of the eleventh grade girls and one per cent of the boys had scores showing marked fear reactions.

On the second testing, forty-four per cent of both twelfth grade boys and girls had scores showing marked confidence reactions. One per cent of the twelfth grade girls and three per cent of the boys had scores showing marked fear reactions.

6. Item Analysis

To allow an analysis of the individual items relative to the degree of confidence as expressed by the three grades as a whole and in the areas of before, after, and during the talks, the following tables are

provided. The items are arranged in rank order of most confidence to least confidence on the first test. The results of the second test are placed alongside for comparison. The selected items from the original Gilkinson Scale are paired to show the positive and negative sides of the same feeling or attitude. The average percentage of the confidence answers to these items is shown for both tests and represents the group percentage showing confidence on each pair of items.

Table 6. Tenth Grade Item Analysis Showing Percentage of Confidence on Paired Items Before Speech

Item	Percentage 1st test	2d test
(1)	(2)	(3)
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.....	50.5	66.8
I am terrified at the thought of speaking before a group of people I face the prospect of making a speech with complete confidence....	46.7	58.7
I am very nervous before getting up to speak I have no fear of facing an audience.....	40.3	59.2
While preparing a speech I am in a constant state of anxiety I enjoy preparing to talk.....	36.4	50.5
I always avoid speaking in public if possible I seek opportunities to speak in public.....	27.5	44.5

In the category BEFORE the speech the highest average percentage of the sampled 110 tenth grade students was 50.5. Less than half of the students sampled expressed confidence on any one pair of items on the first testing. The second testing showed better than half of the students sampled expressed confidence on four pairs of items. The table will allow the comparison of the percentages of the students expressing confidence on the paired items.

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

Item	Percentage 1st test	2d test
(1)	(2)	(3)
I find it extremely difficult to look at any audience while speaking I like to watch how the audience acts while I am speaking.....	65.0	85.9
I hurry while speaking to get through and out of sight I like to speak deliberately, thinking my way through my subject..	56.8	80.4
I never feel that I have anything worth saying I usually feel that I have something worth saying.....	56.8	81.0
I am in constant fear of forgetting my speech Ideas and words come to mind easily while speaking.....	55.9	67.3

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Table 7. (concluded)

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I am afraid the audience will discover my self-consciousness I forget all about myself shortly after I begin to speak.....	53.6	70.6
I dislike to use my voice and actions to influence an audience I like to use my voice and actions to influence an audience.....	53.6	70.7
I feel that I am not making a favorable impression when I speak Audiences seem friendly when I address them.....	53.1	87.0
Owing to fear, I cannot think clearly on my feet My mind is clear when I face an audience.....	53.1	67.3
It is difficult for me to find words to express my thoughts I seldom have any difficulty finding words to express my thoughts.....	50.0	59.8
My posture feels strained and unnatural I feel poised and alert when I face an audience.....	49.1	68.5
Audiences seem bored when I speak Audiences seem interested in what I have to say.....	45.4	84.2
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..	43.2	63.0

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Table 7. (concluded)

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I feel tense and stiff while speaking I feel relaxed and comfortable while speaking.....	36.8	58.6

In the category DURING the speech, four pairs of items show more than half of the sampled 110 tenth grade students expressing confidence on individual pairs. Less than half of the students expressed confidence on any one pair of the other nine pairs of items in this category on the first testing. The second testing showed that better than half the students sampled expressed confidence on all pairs of items. The table will allow comparison of the percentages of the students expressing confidence on the paired items.

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

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
At the conclusion of the speech I feel that I have failed I feel satisfied at the conclusion of the speech.....	60.9	84.2

Only one pair of items was selected from the Gilkinson Scale for the category of AFTER the speech. On both testings better than half the tenth grade sampled expressed confidence on this pair of items as above table will testify.

The eleventh grade item analysis follows:

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

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
While preparing a speech I am in a constant state of anxiety I enjoy preparing to talk.....	41.2	56.7
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.....	39.8	59.9
I am terrified at the thought of speaking before a group of people I face the prospect of making a speech with complete confidence.....	33.8	51.9
I am very nervous before getting up to speak I have no fear of facing an audience.	29.8	57.7
I always avoid speaking in public if possible I seek opportunities to speak in public.....	26.1	57.3

In the category BEFORE the speech, on both testings, less than half of the sampled students expressed

confidence on any one pair of items. The table will allow comparison of the percentages of the students expressing confidence on the paired items.

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

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I feel that I am not making a favorable impression when I speak Audiences seem friendly when I address them.....	56.0	81.8
I find it extremely difficult to look at my audience while speaking I like to watch how the audience acts while I am speaking.....	54.8	80.6
Audiences seem bored when I speak Audiences seem interested in what I have to say.....	53.4	79.6
I hurry while speaking to get through and out of sight I like to speak deliberately, thinking my way through my subject..	51.1	66.4
I am afraid the audience will discover my self-consciousness I forget all about myself shortly after I begin to speak.....	48.8	63.3
I dislike to use my voice and actions to express my thoughts I like to use my voice and actions to influence an audience.....	48.6	71.6

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Table 10. (concluded)

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
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.....	45.2	58.0
I am in constant fear of forgetting my speech Ideas and words come to mind easily while speaking.....	43.5	65.7
Owing to fear, I cannot think clearly on my feet My mind is clear when I face an audience.....	43.2	65.1
I never feel that I have anything worth saying I usually feel that I have something worth saying.....	41.4	83.0
My posture feels strained and unnatural I feel poised and alert when I face an audience.....	35.8	55.2
It is difficult for me to find words to express my thoughts I seldom have any difficulty finding words to express my thoughts.....	34.0	50.0
I feel tense and stiff while speaking I feel relaxed and comfortable while speaking.....	15.3	54.9

In the category DURING the speech, on the first testing, less than one half of the sampled students

expressed confidence on any one pair of items. The second testing showed more than half the students expressed confidence on one pair of items. One half the students sampled showed confidence on one pair of items. The other pairs show percentages of less than half. The table will allow comparison of the percentages of the students expressing confidence on the paired items.

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

Item	Percentage 1st test	2d test
(1)	(2)	(3)
At the conclusion of the speech I feel that I have failed I feel satisfied at the conclusion of the speech.....	53.9	71.9

The above table shows that in the category AFTER speech, on both testings, less than half the sampled students expressed confidence on this pair of items.

The twelfth grade analysis follows:

Table 12. Twelfth Grade Item Analysis Showing Percentage of Confidence on Paired Items BEFORE Speech

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I get up with the feeling that I shall surely fail I feel sure of myself and calm as I rise to speak.....	42.6	56.6
While preparing a speech I am in a constant state of anxiety I enjoy preparing to talk.....	40.2	57.9
I am terrified at the thought of speaking before a group of people I face the prospect of making a speech with complete confidence.....	37.6	55.0
I am very nervous before getting up to speak I have no fear of facing an audience.	35.8	53.8
I always avoid speaking in public if possible I seek opportunities to speak in public.....	29.6	61.0

In the category BEFORE the speech, on both testings, less than half the students sampled expressed confidence on any pair of items. The table will allow comparison of the percentages of the students expressing confidence on the paired items.

Table 13. Twelfth Grade Analysis Showing Percentage of Confidence on Paired Items DURING Speech

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I feel that I am not making a favorable impression when I speak Audiences seem friendly when I address them.....	59.8	80.8
I dislike to use my voice and actions to express my thoughts I like to use my voice and actions to influence an audience.....	58.3	81.1
Audiences seem bored when I speak Audiences seem interested in what I have to say.....	57.1	87.4
I find it extremely difficult to look at any audience while speaking I like to watch how the audience acts while I am speaking.....	57.1	76.4
I especially dread speaking before a group who disagree with my point of view I am not greatly disturbed if I think the audience does not agree with me.....	55.6	65.4
I hurry while speaking to get through and out of sight I like to speak deliberately, thinking my way through my subject..	53.6	71.4
I never feel that I have anything worth saying I usually feel that I have something worth saying.....	52.4	64.2

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Table 13. (concluded)

Item	Percentage 1st test	Percentage 2d test
(1)	(2)	(3)
I am in constant fear of forgetting my speech Ideas and words come to mind easily while speaking.....	50.0	63.8
I am afraid the audience will discover my self-consciousness I forget all about myself shortly after I begin to speak.....	43.2	60.7
Owing to fear, I cannot think clearly on my feet My mind is clear when I face an audience.....	43.2	68.6
My posture feels strained and unnatural I feel poised and alert when I face an audience.....	39.4	61.9
It is difficult for me to find words to express my thoughts I seldom have any difficulty finding words to express my thoughts.....	34.6	48.7
I feel tense and stiff while speaking I feel relaxed and comfortable while speaking.....	29.9	58.2

In the category DURING the speech, on the first testing, less than half the sampled students expressed confidence on any one pair of items. The second testing showed more than half the sampled students expressed confidence on three pairs of items. The other pairs

show percentages of less than half. The table will allow comparison of the percentages of the students expressing confidence on the paired items.

Table 14. Twelfth Grade Item Analysis Showing Percentage of Confidence on Paired Items AFTER Speech

Item	Percentage 1st test	2d test
(1)	(2)	(3)
At the conclusion of the speech I feel that I have failed I feel satisfied at the conclusion of the speech.....	53.8	77.4

The above table shows that in the category AFTER speech, on both testings, less than half the sampled students expressed confidence on this pair of items.

7. Item Analysis Comparison by Grades

First testing.-- In the category BEFORE the speech, less than half the tenth grade students expressed confidence on any one pair of items. Less than half of the eleventh and twelfth grade students also failed to express confidence on any one pair of items. The tenth grade showed that a greater number of them expressed confidence on individual pairs except on the pair measuring "speaking in public."

In the category DURING the speech, four pairs of items show more than half of the sampled 110 tenth grade students expressing confidence on individual pairs. Less than half of the sampled eleventh grade students expressed confidence on any one pair of items, as did the sampled twelfth grade students.

In the category AFTER the speech, better than half the tenth grade sampled students expressed confidence on this one pair of items. The sampled eleventh and twelfth grades failed to express such.

Second testing.-- BEFORE the speech category--Better than half the students sampled in the tenth grade expressed confidence on four pairs of items. The eleventh grade still showed less than half the sampled students expressing confidence on any one pair of items, as did the sampled twelfth grade students.

DURING the speech category--Better than half the sampled tenth grade students expressed confidence on all paired items. The eleventh grade students expressed confidence on two pairs of items. The twelfth grade students expressed confidence on three pairs of items.

AFTER the speech category--Better than half the tenth grade sampled expressed confidence on this pair of items. The eleventh and twelfth grades sampled failed to show a better than half percentage on this one pair of items.

The following table is provided for comparison of the scores of the tenth, eleventh, and twelfth grade groups:1/

Table 15. Comparison of Mean Scores of Tenth, Eleventh, and Twelfth Grades

Level	Mean	SE_M	S. D.	M_1-M_2	SE_{Diff}	C. R.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Tenth	1st test 41.12	10.68	10.78	13.95	1.45	9.62
	2d test 55.07		11.13			
Eleventh	1st test 35.70	10.68	13.96	15.61	1.74	8.97
	2d test 51.31		12.29			
Twelfth	1st test 38.36	10.68	15.25	14.82	1.95	7.60
	2d test 53.18		14.15			

Table 15 shows the resultant Critical Ratios. It seems there is a true and significant difference in the scores of the two tests.

Table 16. Frequency Distribution of Scores of the Tenth, Eleventh, and Twelfth Grade Students on Speakers Rating Scale in the Upper and Lower Quartiles

Score	Frequency	
	Upper Quartile	Lower Quartile
(1)	(2)	(3)
77-72	0	0
71-66	14	0

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1/ Formulas and definitions of symbols in Appendix, p. 67

Table 16. (concluded)

Score	Frequency	
	Upper Quartile	Lower Quartile
(1)	(2)	(3)
65-60	28	0
59-54	31	0
53-48	30	0
47-42	11	0
41-36	0	0
35-30	0	2
29-24	0	26
23-18	0	46
17-12	0	33
11-6	0	7
5-0	0	0
Total	114	114

Table 16 indicates the distribution of scores of the upper and lower quartiles of the tenth, eleventh, and twelfth grades combined.

The following tables, 17, 18, 19 are provided to show the Validity of the Test Items in the Upper and Lower Quartiles of the Tenth, Eleventh, and Twelfth Grades Combined BEFORE, DURING, and AFTER the speech.

Table 17. Item Analysis of the Tenth, Eleventh, and Twelfth Grades to Determine the Validity of Items in the Upper and Lower Quartiles BEFORE SPEECH

Item	Quartile Upper	Quartile Lower	Phi Coefficient
(1)	(2)	(3)	(4)
While preparing a speech I am in a constant state of anxiety.....	64.0	38.5	.21
I enjoy preparing to talk.....	41.9	10.4	.35
I get up with the feeling that I shall surely fail.....	96.2	22.3	.78
I feel sure of myself and calm as I rise to speak.....	59.8	1.5	.65
I am terrified at the thought of speaking before a group of people.....	91.9	13.7	.80
I face the prospect of making a speech with complete confidence.	30.3	9.0	.27
I am very nervous before getting up to speak.....	63.0	8.2	.60
I have no fear of facing an audience.....	52.7	28.5	.28
I always avoid speaking in public if possible.....	75.0	19.9	.56
I seek opportunities to speak in public.....	24.2	3.9	.33

Table 17 shows that all items BEFORE SPEECH possess relative validity. All items were better than the significant Phi Coefficient of .18, and only one item fell below the very significant Phi Coefficient of .24.

Table 18. Item Analysis of the Tenth, Eleventh, and Twelfth Grades to Determine the Validity of Items in the Upper and Lower Quartiles DURING SPEECH

Item	Quartile Upper	Quartile Lower	Phi Coefficient
(1)	(2)	(3)	(4)
I feel that I am not making a favorable impression when I speak.....	75.6	6.5	.71
Audiences seem friendly when I address them.....	84.7	52.3	.36
I find it extremely difficult to look at any audience while speaking.....	88.2	19.9	.70
I like to watch how the audience acts while I am speaking.....	81.6	32.4	.50
Audiences seem bored when I speak.....	77.7	27.7	.52
Audiences seem interested in what I have to say.....	76.9	26.4	.51
I hurry while speaking to get through and out of sight.....	59.9	12.2	.50
I like to speak deliberately, thinking my way through my subject.....	53.5	38.1	.13
I am afraid the audience will discover my self-consciousness..	84.0	10.6	.74
I forget all about myself shortly after I begin to speak..	77.8	31.1	.46
I dislike to use my voice and actions to express my thoughts..	89.9	39.5	.52
I like to use my voice and actions to influence an audience.....	75.7	18.4	.58

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Table 18. (concluded)

Item	Quartile Upper	Quartile Lower	Phi Coefficient
(1)	(2)	(3)	(4)
I especially dread speaking before a group who oppose my point of view.....	76.5	24.7	.52
I am not greatly disturbed if I think the audience does not agree with me.....	48.9	40.2	.08
I am in constant fear of forgetting my speech.....	93.0	25.1	.69
Ideas and words come to mind easily while speaking.....	75.8	12.0	.65
Owing to fear, I cannot think clearly on my feet.....	91.7	12.4	.81
My mind is clear when I face an audience.....	74.0	7.3	.67
I never feel that I have anything worth saying.....	78.2	36.9	.42
I usually feel that I have something worth saying.....	77.3	16.7	.61
My posture feels strained and unnatural.....	89.5	33.9	.50
I feel poised and alert when I face an audience.....	44.0	5.1	.45
It is difficult for me to find words to express my thoughts....	77.8	19.4	.59
I seldom have any difficulty finding words to express my thoughts.....	60.1	21.0	.40
I feel tense and stiff while speaking.....	78.3	5.8	.74
I feel relaxed and comfortable while speaking.....	49.2	5.8	.49

Table 18 shows that only two items DURING SPEECH

fail to show relative validity. All other items were better than the significant Phi Coefficient of .18, and better than the very significant Phi Coefficient of .24.

Table 19. Item Analysis of the Tenth, Eleventh, and Twelfth Grades to Determine the Validity of Items in the Upper and Lower Quartiles AFTER SPEECH

Item	Quartile Upper	Quartile Lower	Phi Coefficient
(1)	(2)	(3)	(4)
At the conclusion of the speech I feel that I have failed.....	93.0	20.0	.75
I feel satisfied at the conclusion of the speech.....	79.6	31.3	.48

Table 19 shows that the two items AFTER SPEECH possess relative validity. Both items were better than the significant Phi Coefficient of .18 and the very significant Phi Coefficient of .24.

CHAPTER V

SUMMARY AND CONCLUSIONS

1. Summary

This study considered an analysis in changes of attitudes of fear and confidence in the speaking situation at the tenth, eleventh, and twelfth grade levels.

The considerations involved were: (1) the types of fears as reported by students; (2) noticeable differences, if any, in fear and confidence scores at the tenth, eleventh, and twelfth grade levels; (3) noticeable differences, if any, in fear and confidence scores of male and female students; (4) a general trend of scores toward or confidence as evaluated from frequency distributions of the scores prior to work on fundamentals of speech; (5) a retesting of same pupils' attitudes toward fear or confidence as evaluated from frequency distributions of the scores after work on fundamentals of speech.

A revised version of the Gilkinson Scale entitled THE PERSONAL REPORT ON CONFIDENCE AS A SPEAKER was used after its adaptation for classroom use and retitled the SPEAKERS RATING SCALE. The revised scale measured attitudes before, during, and after the talk, and also contained a reduction in the number of items on the Gilkinson Scale with a discarding of repetitious items.

The tenth grade sampled had 75 per cent fall below a reasonably interpreted confidence reaction score on the first test and 53 per cent on the second test. Six per cent showed scores of reasonably interpreted marked fear reactions on the first test, but no such scores resulted on the second test.

The eleventh grade had 82 per cent with scores below a reasonably interpreted confidence score on the first test and 65 per cent on the second test. Eleven per cent showed marked fear reactions on the first test, and six per cent on the second test.

The twelfth grade had 74 per cent with scores below a reasonably interpreted confidence score on the first test and 54 per cent on the second test. Eleven per cent showed marked fear reactions on the first test and two per cent on the second test.

Ninety per cent of the eleventh grade boys and 76 per cent of the eleventh grade girls had scores falling below a reasonably interpreted confidence reaction on the first test and 69 per cent of the boys and 62 per cent of the girls on the second test.

Seventy-three per cent of the twelfth grade boys and 78 per cent of the twelfth grade girls fell below a reasonably interpreted confidence reaction on the first

test, and 53 per cent of the boys and 55 per cent of the girls on the second test.

The eleventh grade boys showed four per cent and the girls 17 per cent in the marked fear category on the first test, and one per cent of the boys and three per cent of the girls on the second test.

Twelve per cent of the twelfth grade boys and ten per cent of the girls showed marked fear reactions on the first test, and three per cent of the boys and one per cent of the girls on the second test.

The resultant scores indicate, in general, although an improvement was made, that students must be given speech training and experiences in order to overcome or lessen their fears toward speaking before groups. Instead of having such percentages falling below reasonably considered confidence levels, such percentages should fall above this level.

2. Conclusions

The tenth grade, after the year's work and second testing, had more confidence in the speaking situation than the eleventh or twelfth grade group. No inference as to the why of such results is to be given.

The validity of the rating scale is evident from a comparison of the Phi Coefficient of each item used in the test. One item in the BEFORE SPEECH category fell

below the very significant Phi Coefficient with all other items better than the significant and very significant.

Two items in the DURING SPEECH category failed to show relative validity. All other items had better than the significant and very significant Phi Coefficients.

Both items in the AFTER SPEECH category showed relative validity and had better than the significant and very significant Phi Coefficients.

An increase of confidence was noted in the three grades during the speech course. The tenth grade showed an increase of 22 per cent, the eleventh grade showed an increase of 17 per cent, and the twelfth grade showed an increase of 20 per cent, warranting the value of a speech course.

Comparison at respective grade levels show boys and girls possessing approximately the same degree of fear and confidence.

In general, the results serve to emphasize the need for more speech training and speaking experiences for students at all levels so as to reduce fear toward the speaking situation.

3. Limitations

This study made no comparison of the individuals

with speaking ability, scholarship, social activities, choice of vocation, achievement, or participation in extra curricular activities.

No inference is made as to familiarity with the SPEAKERS RATING SCALE on the second testing or whether the answers given were according to what the students thought the answers should be rather than what the answers actually should be.

4. Suggestions for Further Study

1. The employment of the SPEAKERS RATING SCALE with students to be tested in conjunction with some personality inventory as the BERNREUTER PERSONALITY INVENTORY for a comparison of personality traits and characteristics with attitudes toward speaking.
2. An investigation to determine the effect of such factors as attitudes, background, aptitudes, and mental ability of students in the extreme confidence or extreme fear range on the SPEAKERS RATING SCALE. Such an investigation could be accomplished through interviews with those involved and through tests of students.
3. The employment of the SPEAKERS RATING SCALE to students in the tenth grade prior to the start of a formal speech course, and again administered at

the end of the twelfth grade upon completion of a formal speech course.

4. Correlation of scores of SPEAKERS RATING SCALE with scores obtained on the LISTENERS EVALUATION CHART FOR TALKS.

APPENDIX

SYMBOLS AND FORMULAS USED IN STATISTICAL ANALYSIS

SYMBOLS AND FORMULAS USED IN STATISTICAL ANALYSIS

N	Number in sample
	Algebraic sum
M	Mean
SE_M	Standard Error of the Mean
SD	Standard Deviation
M_1-M_2	Difference between Means
SE_{Diff}	Standard Error of Difference between two Means
C. R.	Critical Ratio
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 $\sqrt{\frac{fd^2}{N}-c^2}\ i$

SE_M equals $\frac{SD}{\sqrt{N}}$

SE_{Diff} equals $\sqrt{SE^2_{M1}+SE^2_{M2}}$

C. R. equals $\frac{M_1-M_2}{SE_{Diff}}$

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(ADAPTED FROM ORIGINAL GILKINSON SCALE)

Name.....Sex.....Age.....Date.....

School.....Course.....Grade.....

Check ONE of the following to express your feeling about Public Speaking

.....Extremely frightened and confused

.....Frightened, doubtful of ability

.....Somewhat worried but willing to talk

.....A little nervous but eager to talk

.....Entirely confident and eager to talk.

Fill in the blanks which best express your feelings about Public Speaking.

	Yes	No	?
Audiences seem interested in what I have to say.....	( )	( )	( )
I feel satisfied at the conclusion of the speech.....	( )	( )	( )
My posture feels strained and unnatural.....	( )	( )	( )
Ideas and words come to mind easily while speaking.....	( )	( )	( )
I face the prospect of making a speech with complete confidence	( )	( )	( )
I get up to speak with the feeling that I shall surely fail....	( )	( )	( )
My mind is clear when I face an audience.....	( )	( )	( )
I am in constant fear of forgetting my speech.....	( )	( )	( )
I am very nervous before getting up to speak.....	( )	( )	( )
I like to speak deliberately, think my way through my subject...	( )	( )	( )
Audiences seem friendly when I address them.....	( )	( )	( )
I feel tense and stiff while speaking.....	( )	( )	( )
I dislike to use my voice and actions to express my thoughts...	( )	( )	( )
I hurry while speaking to get through and out of sight.....	( )	( )	( )
I seldom have any difficulty finding words to express my thoughts.....	( )	( )	( )
I like to use my voice and actions to influence an audience....	( )	( )	( )
I am afraid the audience will discover my self-consciousness...	( )	( )	( )

I feel calmness and confidence while speaking.....( ) ( ) ( )

I have no fear of facing an audience.....( ) ( ) ( )

I feel more of myself and a lot as I rise to speak.....( ) ( ) ( )

I never feel that I have anything worth saying.....( ) ( ) ( )

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

I like to watch how the audience acts while I am speaking.....( ) ( ) ( )

I forget all about myself shortly after I begin to speak.....( ) ( ) ( )

Audiences seem bored when I speak.....( ) ( ) ( )

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

I feel poised and alert when I face an audience.....( ) ( ) ( )

I seek opportunities to speak in public.....( ) ( ) ( )

It is difficult for me to find words to express my thoughts.....( ) ( ) ( )

I find it extremely difficult to look at any audience while speaking.....( ) ( ) ( )

I enjoy preparing a talk.....( ) ( ) ( )

I am not greatly disturbed if I think the audience does not agree with me.....( ) ( ) ( )

I am terrified at the thought of speaking before a group of people.....( ) ( ) ( )

I feel that I am not making a favorable impression when I speak...( ) ( ) ( )

Owing to fear, I cannot think clearly on my feet.....( ) ( ) ( )

I especially dread speaking before a group who disagrees with me...( ) ( ) ( )

I always avoid speaking in public if possible.....( ) ( ) ( )

I usually feel that I have something worth saying.....( ) ( ) ( )

SAMPLE OF RATING SCALE

1. SPEAKERS RATING SCALE