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AN EXPERIMENTAL STUDY OF THE CHANGE IN SPEAKER CONFIDENCE  
AND SELF-ESTEEM AS A FUNCTION OF SPEECH  
TRAINING AND INITIAL SELF-ESTEEM

BY

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B.A., Stetson University, 1971

THESIS

Submitted in partial fulfillment of the requirements  
for the degree of Master of Communication  
in the Graduate Studies Program of  
Florida Technological University

Orlando, Florida  
1973

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
Chapter	
1. INTRODUCTION.....	1
2. METHOD.....	14
SUBJECTS.....	14
DESIGN.....	14
PROCEDURE.....	17
MATERIALS.....	17
DATA ANALYSIS.....	19
3. RESULTS.....	20
TESTS OF HYPOTHESES USING SPEAKER-CONFIDENCE AS THE DEPENDENT MEASURE.....	20
TESTS OF HYPOTHESES USING SELF-ESTEEM AS THE DEPENDENT MEASURE.....	23
TESTS OF RESEARCH QUESTIONS CONCERNING ATTITUDES TOWARD SPEECH TRAINING.....	23
CHANGE IN SPEECH ATTITUDES AS A RESULT OF SPEECH TRAINING.....	30
4. DISCUSSION.....	31
HYPOTHESES CONCERNING SPEAKER-CONFIDENCE AS A DEPENDENT MEASURE.....	31
CHANGE IN SPEAKER-CONFIDENCE AS A FUNCTION OF SPEECH TRAINING AND INITIAL LEVEL OF SELF-ESTEEM.....	32
CHANGE IN SELF-ESTEEM AS A FUNCTION OF	

SPEECH TRAINING.....	35
RESPONSES TO SPEECH ATTITUDE QUESTIONS.....	36
The Importance of Public Speaking.....	37
Requiring Speech 101.....	38
Concern about Criticism.....	39
CONCLUSIONS.....	40
IMPLICATIONS.....	43
SUMMARY.....	46
APPENDIX.....	49
FOOTNOTES.....	58
BIBLIOGRAPHY.....	63

## LIST OF TABLES

Table	Page
1. The Effects of Initial Levels of Self-esteem and Types of Speech Training on Changes in Speaker-confidence.....	21
2. The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "Criticism about my speaking performance makes me uncomfortable.".....	24
3. The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "Public speaking is important.".....	27
4. The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Posttest Response to the Statement: "Public speaking is important.".....	28
5. The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "I don't think Spe 101 should be a required course.".....	29
6. The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Posttest Response to the Statement: "I don't think Spe 101 should be a required course.".....	30

## LIST OF FIGURES

Figure		Page
1.	Mean Changes in Speaker-confidence as a Function of Speech Training and Self-esteem.....	22
2.	The Interaction Effect Between Speech Training and Initial Level of Self-esteem on Pretest Means of Response to the Statement: "Criticism about my speaking performance makes me uncomfortable.....	26

## CHAPTER I

## INTRODUCTION

"Just what part speech plays in success or failure in a variety of activities is a matter of vital interest to all teachers of speech."<sup>1</sup> This interest is shared by the college student who expects a speech course to help him in immediate educational tasks as well as in the future.<sup>2</sup> Furthermore, the contribution of speech courses to the student's intellectual growth is a vital concern at the administrative level of any educational institution.

However, one recent study has raised questions about speech training methods. For example, are there specific groups of students who profit less from basic speech training<sup>3</sup> who would respond better to a different kind of program? Or would these students respond as well as other students with a supplement to the basic speech training? The present study was designed to provide some initial answers to such questions.

The main purpose of this investigation, thus, was to determine what changes occur in the initial speaker confidence and self-esteem of the college student as a result of traditional speech training and special speech training.

The second goal of this study was to examine the effects of types of speech training on speaker-confidence

across levels of initial self-esteem.

Finally, a comparison of initial self-esteem levels, types of speech training, and attitudes concerning speech and speech training was undertaken since such data might help to interpret other results.

The earliest related studies were concerned with the relationship between speech behavior and personality. Elwood Murray's study in 1935 was designed to determine if differences existed between the speech behavior of introverted as compared with extroverted high school speakers. The results of the "Bernreuter Personality Inventory" showed that, of those identified as extremely poor speakers, extroverts were in this class more frequently than were introverts. However, Murray noted that extroverts who were good speakers appeared to be more proficient than introverts who were good speakers.<sup>4</sup> In a later study, he concluded that better speakers who were extraordinarily high in self-sufficiency and dominance tended to be extroverts while poor speakers were just the opposite. They were very low in self-sufficiency, markedly introverted, "sometimes to the point of pronounced neuroticism," and tended toward submissiveness.<sup>5</sup> In 1941, Gilkinson and Knower administered a battery of personality and vocational interest tests to predetermined groups of good and poor speakers. Of significance for the present study is the conclusion based on the "Bell Adjustment Inventory" and the "Minnesota Inventory of Social Behavior"



that "good speakers as a group have better social adjustment than have poor speakers."<sup>6</sup> Two years later, Gilkinson administered the "Personal Report on Confidence as a Speaker" to a group of speech students. On the basis of their scores, subjects were divided into two groups: fearful speakers and confident speakers. He concluded that less formal training and experience in speech activities was found among the fearful speakers than among the confident speakers. Fearful speakers were more likely to have a lower self-evaluation and more anxieties about matters involving social relationships, and a generalized sense of inferiority tended to operate as a primary cause of emotional disturbance of a speaker facing an audience.<sup>7</sup>

Another point of emphasis in the early research was the effect of speech training on personality. Glenn Moore, 1935, found significant changes in the "Bernreuter Personality Inventory" scores among students enrolled in speech in comparison with no significant changes in the scores of students in the control group.<sup>8</sup> Several years later, a study by Gilkinson supported this positive improvement in personality test scores during a course of speech training.<sup>9</sup> Gilkinson and Howard developed the previously mentioned "Personal Report on Confidence as a Speaker" in 1942; which was found to have a moderate correlation with social adjustment and emotional stability. They concluded that after four months of speech training, subjects showed a significant reduction of fear although the individual

tended to keep the same relative position in the total distribution of confidence scores.<sup>10</sup> Finally, in 1944, Murray summarized the results of these and other studies concerned with speech and personality. He concluded that speech development and personality development are closely related. He also stated that "speech training may be administered to effect profound personality changes...."<sup>11</sup> Therefore, the first hypothesis of the present study is that (1) traditional speech training will improve the speaker-confidence of the college student. But Murray further points out that....

The framework and philosophy, explicit or implied in which the speech training is conducted appears to be of great importance in the speech personality outcomes. Great emphasis upon competition in some cases seems to make for disintegration and emotional instability. Personal integration and objectivity appear to be facilitated when the work is conducted from assumptions which view speech reactions as media for proper evaluations, warm human relationships, and socially integrating outcomes.<sup>12</sup>

While the more formal required speech course may be prone to competition and impersonality, the speech lab is provided specifically for those who would suffer under such conditions. Thus, in an atmosphere of mutual assistance, speech lab students are encouraged to discuss their specific performance and confidence problems. They are also given more opportunities to practice before smaller audiences on smaller and less rigid assignments. Therefore it seems even more reasonable to hypothesize that (2) special speech training will improve the speaker-confidence of the college student.

More recent research has resulted, however, in contradictory conclusions. For example, Brooks and Platz, in 1968, found that an individual's self concept partly determined the effects of the basic speech course on his self concept. About one fourth of the experimental group made significant negative shifts in self concept while those students in the top three quarters of self-concept significantly improved. Brooks and Platz suggest that the former group could be representative of a population different from those who improved their self concept and that they might need a different speech training experience. The authors also noted that the self concept scores of the "thirty-four randomly selected freshmen not permitted to enroll in speech" were significantly lower on the post-test. They concluded that the first semester in college without a speech course could have a negative effect on the self concept.<sup>13</sup> In 1970, Bedford Furr found a significant difference in the mean change of the total score of self concept between the speech class and each of two control groups. He also noted significant differences in mean changes of scores of personal identity and moral-ethical, social and personal behavior. Thus, he inferred that the improved self-concept is highly related to behavior. However, he points out the tentative nature of his results and the need for replication before generalizations can be made.<sup>14</sup>

The present study is also concerned with the effects

of speech training on the self concept; however, a more specific aspect of the self concept, self-esteem, will be measured. If speech training does improve the self concept, then it should also improve the individual's self-esteem; thus it is hypothesized: (3) traditional speech training will improve the self-esteem of the college student, and (4) special speech training will improve the self-esteem of the college student.

A major concern of the speech teacher is the student's anxiety about speaking; he should also be concerned about the relationship between low self-esteem and anxiety. Rosenberg suggests that "not only is low self-esteem a psychologically distressing state in itself, but it also leads to a state at least equally distressing, viz., feelings of anxiety."<sup>15</sup> Two of the personality characteristics that he suggests evolve as a part of this train of events are especially relevant to this study.

The first of these refers to a tendency for the low self-esteem person to present an ideal, but false front to the world. The result is that the low self-esteem person is "inordinately sensitive to any evidence in the experience of his daily life which testified to his inadequacy, incompetence, or worthlessness...they are highly vulnerable." Such an individual is thus quite disturbed by criticism.<sup>16</sup>

Shrauger and Rosenberg supported this conclusion in 1970 when they concluded that subjects were more prone to change their self-evaluations on a particular trait when

the feedback was consistent with their general level of self-esteem. Furthermore, external evaluation significantly affected performance of a succeeding task when it was consistent with the general level of self-esteem.<sup>17</sup>

This would indicate, in the speech training situation, that a high self-esteem student who is evaluated very poorly on a speech would tend not to change his previous confidence level; but a moderate evaluation, because it seemed more plausible, could lower his confidence level to be more consistent with the evaluation. On the other hand, a low self-esteem student would accept a low evaluation more readily than a moderate one, and accept a moderate one more readily than a high one, as a true indication of his performance. The low self-esteem student who receives a negative evaluation would more likely do poorly on a succeeding speech, receive more negative evaluations, and improve less in the future in performance and confidence as a result.

The previous study suggests further implications for the speech training situation. For example, "Being told that one had done poorly on a task which was assessing a significant personality attribute might well constitute a threatening, anxiety-provoking situation." Since anxiety has been shown to hurt performance on complex task, Shrauger and Rosenberg suggest that it would be expected that negative feedback would hurt performance.<sup>18</sup> The high and moderate self-esteem speech student receiving a poor eval-

uation could devalue the source of the evaluation or the task itself with the rationale that it was too inconsistent with his general self-esteem level to be plausible; the low self-esteem person would not have this rationale for dismissing this negative evaluation. Shrauger and Rosenberg point out that Silverman's conclusion that low self-esteem people seem less able to disregard failure experiences by repressive mechanisms suggests that subsequent performance would be "...impaired by such an experience more substantially than that of the high self-esteem person...."<sup>19</sup>

In other words, the low self-esteem person is more open to a negative evaluation. A more recent study substantiated these studies and also concluded that subjects who initially experience success at a task will, as a group, be more confident and outperform those who initially experience failure.<sup>20</sup> Totally honest criticism, necessitated by grading policies, could thus be more of a detriment than an aid in learning for the low self-esteem student. Thus, when the low self-esteem speaker receives a negative criticism about his performance, he is more likely to perceive it as threatening to his self-esteem. Further, the fear of negative criticism from instructor or classmates increases the likelihood of further esteem-threat from future criticism.

The preceding research in self-esteem lends support to Brooks and Platz' conclusion that some students respond more

favorably to speech training than others. Therefore, one additional hypothesis is formed: (5) traditional speech training will effect a greater positive change than will no speech training in the speaker-confidence of middle and high self-esteem students, but not in the speaker-confidence of low self-esteem students.

Assuming that a state of inconsistency<sup>21</sup> would result from a credible evaluator's judgment on an important personal attribute that is very different from the subject's own self-appraisal, Steiner questioned whether people would make the same inconsistency-reducing responses to both negative and positive evaluations. He found that they did not. Subjects expecting negative evaluations but receiving positive ones preferred conformity because it reduced the inconsistency while improving the self-esteem. Those expecting positive evaluations but receiving negative ones found conformity less attractive. This meant a loss of self-esteem so some form of rejection was preferred.<sup>22</sup>

Kates and Barry supported this result in 1970. They found that in problem-solving situations with verbal feedback, the evaluation could be seen as a constructive contribution to problem solution or as a negative factor lowering self-esteem. "The defensive operations of this self-system...may lead him to avoid seeking information which might be construed as evidence of personal failure with consequent lowered self-esteem."<sup>23</sup>

Finally, Millimet and Gardner's 1972 study was

concerned specifically with the influence of threat to self-esteem on the arousal and the resolution of the effect of that threat. They tested four models which have been advanced to explain the resolution of the effect of threat to self-esteem: the dissonance model, the hedonic model, the habituation model, and a defensiveness model. The results strongly supported the defensiveness model with which we have been concerned in discussing the preceding studies. According to Millimet and Gardner, high self-esteem subjects have a high threshold for perceiving threat to self-esteem; thus, they can concentrate on their positive qualities. On the other hand, low self-esteem subjects have a low threshold for perceiving threat to self-esteem and are, therefore, more open to negative qualities about themselves.<sup>24</sup>

There is still another aspect of self-esteem research, significant for speech training research, which should be considered. It has been suggested that actual or appraised lack of control produces anxiety.<sup>25</sup> It has also been demonstrated that the two variables, anxiety and control, are negatively correlated.<sup>26</sup> Shaban and Jecker's study supports the correlation between anxiety and low self-esteem. The hypothesis concerned risk preference. Subjects were required to select among several levels of risk of being negatively evaluated. The authors suggested that subjects who had high self-esteem should choose realistic choices. Fearful subjects, with low self-esteem,



should prefer the least threatening choices; such as, tasks so easy that they could not fail, or so difficult that failure would be little cause for self blame or embarrassment. The hypotheses were confirmed except that low self-esteem subjects were apparently not interested in a task so easy that they could not fail; they overwhelmingly chose the alternative which virtually insured failure. The authors suggest that the choice protects the low self-esteem person from anxiety should the outcome be the probable negative one. "A more realistic choice...., becomes unattractive only if the individual is predominantly afraid of failure." These results were consistent with the interpretation that low self-esteem persons were motivated primarily by anxiety, or fear of failure.<sup>27</sup> It has already been mentioned that anxiety impairs performance, and most speech teachers are aware of its detrimental effects on speech performance. Anxiety is, therefore, significant for the speech instruction problem.

The second personality variable that Rosenberg suggests contributes to the anxiety of the low self-esteem person is the instability of his self-image. Rosenberg's data suggest that the stability of the self-image decreases as self-esteem decreases. He indicates that the problem for the individual with an unstable self-image is that new tasks or experiences responded to in relationship to his self-image are thus more threatening.<sup>28</sup> Because he really does not know how he will handle the situation,

he may respond to it as an external factor over which he has no control. More recent research suggests that low self-esteem persons tend to be more externally oriented.

Externals, or people who tend to attribute success or failure to external factors, show a greater tendency than internals to blame luck for their failure, but are no different from internals in the success condition.<sup>29</sup> Fitch concluded, in 1970, that low self-esteem subjects tended to be more external than high self-esteem subjects.<sup>30</sup> This supports also Davis and Davis' suggestion that some subjects identified as externals may have adopted this orientation as a defense against failure. This idea is referred to as "defensive externality"<sup>31</sup> and is supported by Steiner in 1968.<sup>32</sup>

A recent study by Kwal and Flesher in 1973 revealed that males differed in their ratings of a group discussion course according to their own levels of esteem. Low self-esteem males rated the course more negatively than did high esteem males.<sup>33</sup> Self-esteem research may not only be important in predicting future behavior, but it may also help the speech teacher to understand why some students respond differently to the speech training situation.

In general, the research thus far in self-esteem indicates that, when possible, the individual will try to enhance his self-esteem. It also indicates that this is more important for the low self-esteem person. In the speech training situation, this may indicate that he might devalue speech's importance; he might question

the fairness of requiring the course or the methods of the teacher in order to lessen the importance of his lack of success in the area. The following research questions were formed to explore such possibilities: (1) What relationship exists between initial levels of self-esteem and attitudes toward speech and speech training? (2) What relationship exists between the type of speech training and attitudes toward speech or speech training?

The next chapter will discuss the specific procedures used to answer the preceding research questions and to test the hypotheses which follow: (1) Traditional speech training will improve the speaker-confidence of the college student. (2) Special speech training will improve the speaker-confidence of the college student. (3) Traditional speech training will improve the self-esteem of the college student. (4) Special speech training will improve the self-esteem of the college student. (5) Traditional speech training will effect a greater positive change than will no speech training in the speaker-confidence of the middle and high self-esteem students, but not in the speaker-confidence of the low self-esteem students.

## CHAPTER II

## METHODOLOGY

Subjects

Eight sections of the introductory speech course and all three sections of the speech lab at Florida Technological University were selected as the experimental groups. The larger basic course consisted of twenty to twenty-five students each while the lab was composed of ten to twelve students each. There were a total of eight different instructors who taught classes included in the experimental groups; the three who taught the speech labs also taught one section each of the fundamental course sections used. Subjects for the control group were selected from classes outside the speech area, including: French, English Composition, Music Appreciation, and a non-performance communications course. The composition of all groups was predominantly freshmen.

Design

This study was concerned with the effects of speech training on speaker-confidence and self-esteem. Speech training was divided into two types: traditional and special. Traditional speech training, subsequently referred to as TST, was the three-hour introductory speech course at Florida Technological University, which is basically

concerned with theory and practice in public speaking. Each class consisted of approximately twenty-five students. Special speech training, which will be referred to as SST, was the one-hour lab plus the basic course. The lab was a supplement to the basic course and consisted of approximately twelve students in each of the three classes. The emphasis of the lab was on increased individualized speech training directed particularly toward reducing stage fright problems. A syllabus for both courses is provided in the appendices. Also, a control group of nonspeech courses was selected; the subjects in this group received no speech training and had had no previous college speech training.

In addition to speech training, self-esteem was measured by a modified form of a scale by Rosenberg. (see Appendix A). An equal number of subjects were assigned to the high, middle and low levels of self-esteem on the basis of their pretest self-esteem scores. Self-esteem level, therefore, served as an assigned independent variable forming, along with speech training, a 3 (initial level of self-esteem) X 3 (type of speech training) design.

The choice of dependent variables in the present study rested on two important considerations: the ability to operationally define the dependent variables and the relative usefulness of determining the relationship between those variables and speech training.

There have been many efforts to demonstrate causal relationships between self concept and other personality

variables; such as, learning, peer interaction, and religious affiliation; and, as Wiley points out, "...there is a good deal of ambiguity in the results, considerable apparent contradiction among the findings of various studies, and a tendency for different methods to produce different results."<sup>34</sup> However, he does point out that improvement is possible:

For example, it appears that more molecular inferred variables may have greater research utility ....constructs such as self-acceptance or self-esteem, especially when referring to specified attributes, have yielded more manageable and fruitful research procedures.<sup>35</sup>

In 1968, William Brooks and Sara Platz studied the effects of speech training upon self concept as a communicator. Self concept was operationally define by the "Tennessee Self Concept Scale,"<sup>36</sup> which measures three aspects of the self concept: identity, acceptance, and behavior.<sup>37</sup> In an effort to employ a more specific and measurable dependent variable, only one of the above aspects, self-acceptance, or self-esteem, was used. As Rosenberg explains, one connotation of high self-esteem is that one thinks he is "very good"; a very different one is that he is "good enough." The latter concept is reflected in Rosenberg's scale<sup>38</sup> which has been modified for use in this study.

There is empirical evidence for the effects of self-esteem on behavior. For example, Coopersmith, generalizing from a number of studies of self-esteem, indicates that:

...persons high in self-esteem are happier and

more effective in meeting environmental demands than are persons with low self-esteem....Although the consequences of self-esteem are multifaceted in their expression, the results further suggest that self attitudes are generally integrated with behavior and only rarely represent an independent, surface defense.<sup>39</sup>

The second variable, speaker-confidence, as a task-specific self-esteem, should also be positively related to future speech-related performance.<sup>40</sup>

### Procedure

The procedure consisted of the administration of a pretest and a posttest to all subjects. During the first week of the Spring quarter, the experimenter went to each class assigned to an experimental or control group. He instructed the students: "Please fill out these two forms. One of them is for the Communication Department and the other is for the Psychology Department." Then, he handed out the self-esteem scale and the Questionnaire of Speech Training Attitudes (Appendix B). The forms were completed and collected.

During the last week of the Spring quarter, the Experimenter returned to the same classes. He informed the students that some necessary information had been omitted from the questionnaires so he had been requested to administer them again. Next, he handed out the same self-esteem scale and the Questionnaire of Speech Training and Attitudes (Appendix C).

### Materials

The materials for the field experiment consisted of

three forms: one was the self-esteem scale used for both the pretest and the posttest of self-esteem, the other two forms were similar questionnaires of speech training and attitudes with one used for the pretest and one for the posttest of speaker confidence. The self-esteem scale was a modified version of a ten-item Guttman Scale devised by Rosenberg.<sup>41</sup> The following is a sample item from that questionnaire:

I feel that I am a person of worth, at least on an equal plane with others.

Subjects were told to indicate how they felt about each such statement by circling a number from one to seven, where number one indicated very strong agreement and number seven indicated very strong disagreement. The Questionnaire of Speech Attitudes which was administered as a pretest contained speech background questions, speech attitude questions, and the speaker-confidence scale. The Rosenberg self-esteem measure was further modified to provide a task-specific measure of self-esteem in order to derive a speaker-confidence scale.<sup>42</sup> The measure included one-word descriptions of feelings along with instructions for the subjects to indicate how much each description accurately portrayed their current feelings about speaking; for example: "tense" or "confident". The posttest questionnaire omitted the speech background questions and added four additional speech attitude questions which could not be asked on the first questionnaire; for example, the subjects were asked to agree or disagree on the same seven



point scale to the statement: "I enjoyed this course."  
All three forms are included in the Appendix.

### Data Analysis

A one-way analysis of variance was completed to assess changes in self-esteem as a function of speech training. This served as a test of hypotheses three and four.

A 3 X 3 factorial analysis of variance which measured the main and interaction effects of types of speech training and initial self-esteem on change in speaker-confidence was conducted. In addition, a 3 X 3 factorial analysis of variance measured the effects of types of speech training and initial levels of self-esteem on responses to the speech attitude questions.

In all cases, follow-up  $t$  tests were used to measure simple effects when warranted by analysis of variance results. Finally,  $t$  tests compared pretest and posttest means of the attitude questions which appeared on both forms. The .05 level of confidence was chosen as the appropriate level of significance.

## CHAPTER III

## RESULTS

Because of the complexity of the analysis, the results are reported and explained here, but with little interpretation. The interpretation will be left primarily for the discussion section.

The data of 147 out of the original 321 subjects were used in the analysis. One-hundred and twenty-six subjects were initially eliminated from a total of 165 students in the non-speech classes selected for the control group because they had been exposed to college level speech training. After administration of both the pretest and posttest forms, additional subjects were eliminated because (1) they were absent from the class on the day of the pretest or posttest administration or (2) they failed to properly complete either pretest or posttest forms. As a result, six subjects were eliminated from the SST group, leaving a total of twenty-four; twenty-nine were eliminated from the TST group, leaving a total of ninety-seven; and thirteen more from the control group resulting in a total of twenty-six.

Tests of Hypotheses Using Speaker-confidence as the  
Dependent Measure

The 3 X 3 analysis of variance of the change in

speaker-confidence as a function of speech training and self-esteem is shown in Table 1. The main effect for

Table 1

The Effects of Initial Levels of Self-esteem and Types of Speech Training on Changes in Speaker-confidence

Source	df	MS	F	p
Self-esteem - A	2	186.513	2.763	.067
Speech Training - B	2	92.771	1.374	.256
A X B	4	28.308	0.419	.794
Within Cells	138	67.512		

speech training was not significant; thus, hypothesis one, which predicted that traditional speech training would improve the speaker-confidence of the college student, and hypothesis two, that special speech training would improve the speaker-confidence of the college student, were not supported.

However, the main effect of self-esteem narrowly missed the .05 level of significance. The mean changes according to initial level of self-esteem and type of speech training are shown in Figure 1. With the exception of the control group, the improvement in speaker-confidence was inversely related to the initial level of self-esteem. In fact, the difference in the mean change between the high and low self-esteem groups is significant

Speaker-confidence Change

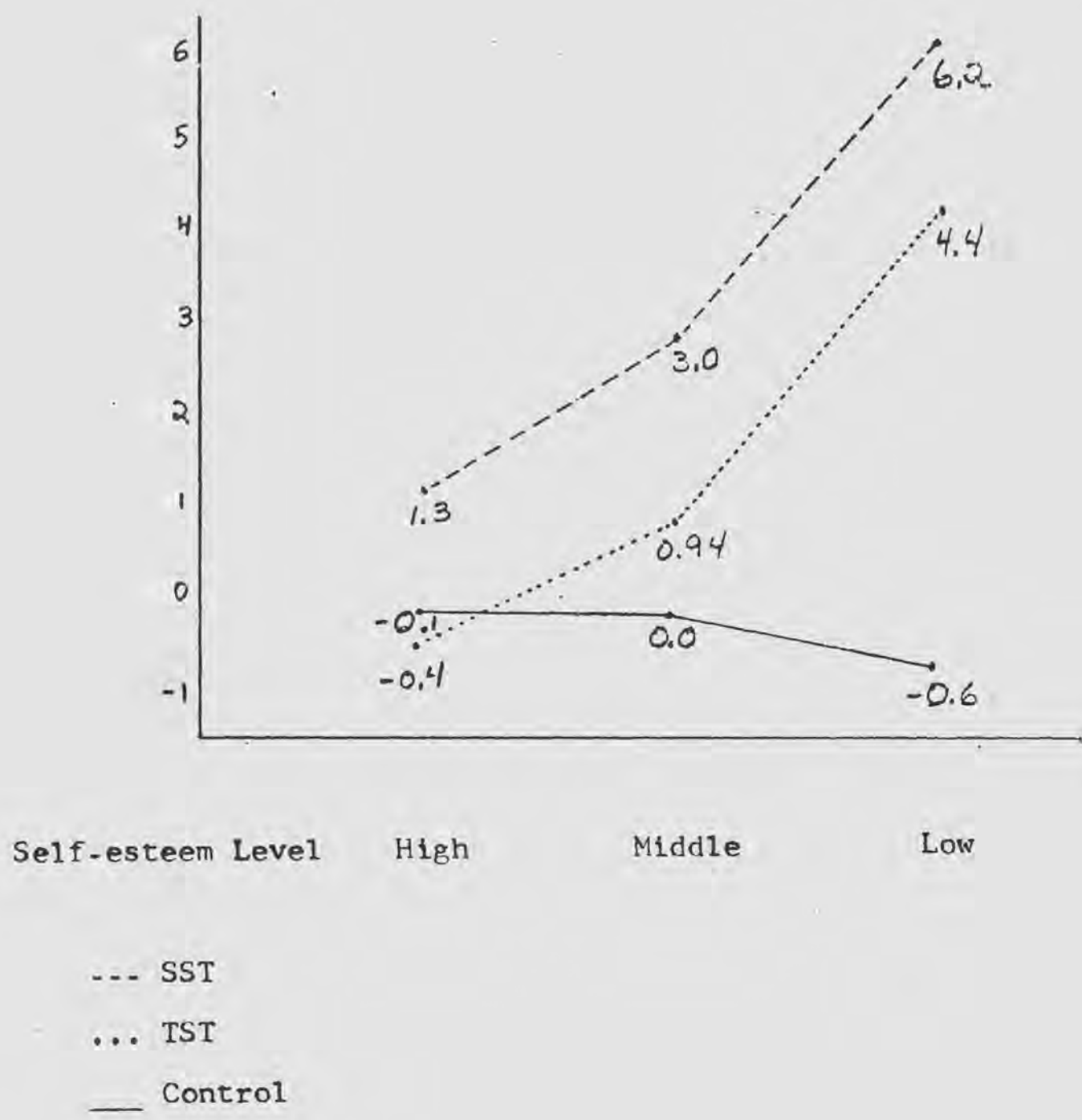


Figure 1

Mean Changes in Speaker-confidence as a Function of Speech Training and Self-esteem

at the .05 level (two-tailed  $t$  test) in the TST group. Finally, at each level of self-esteem, the SST mean change scores exceeded those of the TST scores by approximately 1.6 points.

Hypothesis five predicted that traditional speech training would cause a greater positive shift than would no speech training in the speaker-confidence of middle and high self-esteem students but not in the speaker-confidence of low self-esteem students. Table 1 shows that the predicted interaction of self-esteem and speech training failed to materialize.

#### Tests of Hypotheses Using Self-esteem as the Dependent Measure

Significant differences did not occur among the mean change scores of the SST (1.3), TST (2.2) and control (1.0) groups. Therefore, neither hypothesis three (traditional speech training will improve the self-esteem of the college student) nor hypothesis four (special speech training will improve the self-esteem of the college student) were supported.

#### Tests of Research Questions Concerning Attitudes Toward Speech Training

Although hypotheses concerning attitudes toward speech training were not formed, it was planned to investigate such attitudes as functions of speech training and initial levels of self-esteem. Tables 2 through 6 summarize the results of the various 3 X 3 analyses of

variance (three levels of self-esteem and three levels of speech training) in which responses to attitude questions differed. Significant main or interaction effects did not occur for responses to the following statements: "I enjoyed this course," "I learned a great deal," "The course was well taught," and "I expect a high grade." Responses to these statements were requested only on the posttest.

Analyses of variance revealed significant main effects of self-esteem on three dependent measures. The first of these is the pretest response to the statement: "Criticism about my speaking performance makes me uncomfortable." The results of the analysis of variance are shown in Table 2. Follow-up  $t$  tests probing the self-

Table 2

The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "Criticism about my speaking performance makes me uncomfortable."

Source	df	MS	F	p
Self-esteem - A	2	9.967	2.879	.060
Speech Training - B	2	0.635	0.184	.833
A X B	4	9.240	2.669	.035
Within Cells	137	3.461		

esteem main effect indicated that high self-esteem subjects (5.0) showed more disagreement with the statement

than middle (4.2) or low (4.3) self-esteem subjects. That is, high self-esteem subjects exhibited less concern about criticism. The difference between high self-esteem and middle self-esteem means was significant at the .05 level (two-tailed  $t$  test). Also, the difference between the means of high and low self-esteem students approached significance ( $p$  .10, two tailed  $t$  test).

The main effect of self-esteem on response to criticism was dependent upon all types of speech training as is indicated by the significant interaction reported in Table 2. Figure 2 portrays this interaction of speech training and level of self-esteem. In the TST group, both the middle (4.3) and low (3.9) self-esteem groups were significantly more concerned about criticism than the high (5.4) self-esteem group ( $p$  .025, and  $p$  .01, respectively, two-tailed  $t$  tests). However, in the control group, the middle (3.3) self-esteem group was the most concerned about criticism while the low (5.6) self-esteem group was the least concerned. The difference between the middle and low self-esteem levels was significant in the control group ( $p$  .05, two-tailed  $t$  test). It is interesting to note that the SST group showed a pattern of response based on self-esteem that is opposite to that of the control group. Finally, while the TST group was similar to the control at the low self-esteem level, it was more similar to the SST group at the middle and high self-esteem levels.

A main effect of self-esteem was found on the pre-

Criticism Hurts

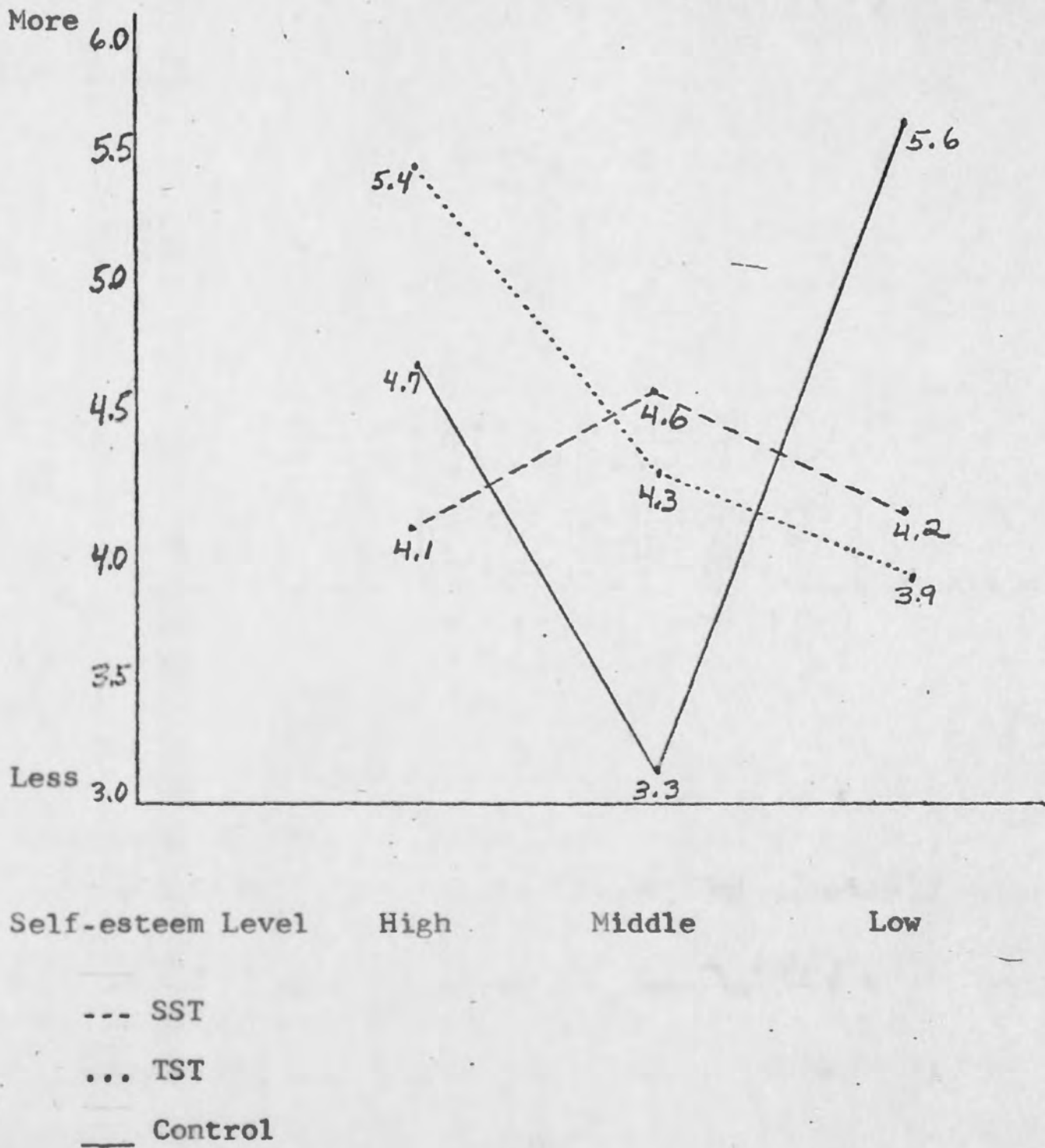


Figure 2

The Interaction Effect Between Speech Training and Initial Level of Self-esteem on Pretest Means of Response to the Statement: "Criticism about my speaking performance makes me uncomfortable."



test response to the statement: "Public speaking is important." The results of the analysis of variance are shown in Table 3. High self-esteem subjects (2.0) rated public

Table 3

The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "Public speaking is important."

Source	df	MS	F	p
Self-esteem - A	2	6.503	5.547	.005
Speech Training - B	2	5.466	1.831	.164
A X B	4	6.255	2.102	.084
Within Cells	137	2.975		

speaking as more important than did the middle (2.4) self-esteem subjects who, in turn, considered public speaking more important than did low (3.2) self-esteem subjects. The only significant difference occurred between the high and low self-esteem groups ( $p < .01$ , two-tailed  $t$  test). As indicated in Table 3, a weak interaction was obtained between self-esteem and speech training. In fact, within the SST group, there were no significant differences according to self-esteem level in the ratings of public speaking. For both TST and control groups, high self-esteem subjects rated public speaking as more important than did middle or low self-esteem subjects while those low in self-esteem rated it as less important than did the

other two groups. Within the control group, the difference between the high (1.7) and low (4.7) self-esteem levels was significant at the .01 level (two-tailed  $t$  test). The difference between the high (1.9) and low (2.9) levels was significant in the TST group ( $p < .05$ , two-tailed  $t$  test).

The third dependent measure for which a main effect for self-esteem occurred is the posttest response to the statement: "Public speaking is important." The analysis of variance is summarized in Table 4. As occurred prior

Table 4

The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Posttest Response to the Statement: "Public speaking is important."

Source	df	MS	F	p
Self-esteem - A	2	14.635	4.452	.013
Speech Training - B	2	1.332	0.405	.668
A X B	4	5.716	1.739	.145
Within Cells	137	.5,567		

to speech training, high self-esteem subjects (2.1) indicated the most agreement that public speaking is important while low (3.2) self-esteem subjects indicated the least agreement. The difference between these two groups was significant at the .01 level (two-tailed  $t$  test).

The analysis of variance summarized in Table 5 revealed a significant main effect of speech training on

the pretest response to the statement: "I don't think

Table 5

The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Pretest Response to the Statement: "I don't think Spe 101 should be a required course."

Source	df	MS	F	p
Self-esteem - A	2	8.548	1.995	.140
Speech Training - B	2	58.431	13.636	.001
A X B	4	5.262	1.228	.302
Within Cells	137	4.285		

Spe 101 should be a required course." The SST group indicated the most disagreement with the statement; that is, they exhibited the most support for requiring speech. On the other hand, the control group showed the least support for speech as a requirement. The difference between the SST and control groups was significant at the .01 level (two-tailed  $t$  test).

The analysis of variance for the posttest response to the statement that speech should not be required is shown in Table 6. The pattern is similar to the pretest response in that the most support for requiring speech training was indicated by the SST group and the least by the control group. The SST (5.8) group differed significantly from the TST (4.3) group and from the control (2.8)

group (two-tailed  $t$ 's = 3.542 and 5.596,  $p < .001$  and  $< .0005$ , respectively). The difference between the TST group and control group was also significant at the .01 level (two-tailed  $t$ ).

Table 6

The Effects of Types of Speech Training and Initial Levels of Self-esteem on the Posttest Response to the Statement: "I don't think Spe 101 should be a required course."

Source	df	MS	F	p
Self-esteem - A	2	5.504	0.713	.492
Speech Training - B	2	51.989	8.226	.001
A X B	4	4.460	0.706	.589
Within Cells	137	6.317		

#### Change in Speech Attitudes as a Result of Speech Training

Only one significant change occurred between the pretest and posttest means for those statements which appeared on both the pretest and the posttest: "Speech 101 should not be a required course," "Criticism about my speaking performance makes me uncomfortable," and "Public speaking is important." The SST group showed a positive change of 1.3 ( $t = 2.287$ ,  $p < .05$ ) indicating that criticism bothered them significantly less after speech training.

## CHAPTER IV

## DISCUSSION

Hypotheses Concerning Speaker-confidence as a Dependent Measure

Because there was no main effect of speech training on the change in speaker-confidence, both hypotheses one and two, which predicted that traditional and special speech training would improve speaker-confidence, were not supported. This result appears to contradict the findings of Murray in 1944, Gilkinson in 1943, and Furr, 1970.<sup>43</sup> Each of these researchers concluded that speech training is important in bringing about positive changes in speaker-confidence. Still, while the current data indicates a non-significant effect of speech training on speaker-confidence, the mean changes are generally in the predicted direction (see Figure 2). In the control group, changes at each self-esteem level are negative, whereas, in the TST groups only the high self-esteem change is negative. Although the difference between the positive change in the middle self-esteem level of the TST (0.9) group and that of the control (0.0) group is minimal; the difference at the low self-esteem level is more substantial with a negative change in the control (-5.6) and a positive change in the TST (4.4) group. It is mildly encouraging that, at least in raw numbers, speaker-confidence was improved most by the

SST group. At each level of self-esteem, the change is approximately 1.6 points more than that of the TST group. The SST pattern of change is similar to the TST group but of greater magnitude. The purpose of the speech lab is to mediate aspects of the basic course which might be harmful to individuals who lack confidence in their speaking ability; that is, the lab is purposefully conducted in a less formal and more personalized manner than in the basic course to reduce the trauma that both speaking and the succeeding criticism often creates for the anxious speaker. The results suggest a measure of support that such an approach is fruitful, not only for the low self-esteem students, but for all students.

In his 1944 summary of speech training studies, Murray suggested that "personal integration and objectivity appear to be facilitated when the work is conducted from assumptions which view speech relations as media for proper evaluations, warm human relationships, and socially integrating outcomes."<sup>44</sup> The speech lab is more conducive to such an outcome than is the more formalized and competitive fundamentals course.

#### Change in Speaker-confidence as a Function of Speech Training and Initial Level of Self-esteem.

Brooks and Platz, 1968, concluded that certain personality characteristics of the student may influence the effect of speech training on self concept as a communicator. While three-fourths of the subjects undergoing

speech training responded favorably to it, the lowest quartile in self concept showed a downward trend in communicator self concept ratings. The authors suggested that this group may represent a different type of speech student whose needs are not met by the traditional speech course. One purpose of the present study was to attempt to identify such a group.

Brooks and Platz reasoned that some personality attribute was effecting the differential response of the students to speech training since those students initially in the lowest quartile of self concept as a communicator actually lowered their ratings while those of the other students were significantly raised.<sup>45</sup> In the current study, it was reasoned that self-esteem could be the personality variable which was confounding the effects of speech training. As previously indicated, self-esteem was chosen as a dependent variable because of its utility as a predictor of future behavior and the relative ease of operationalizing the construct. Furthermore, self-esteem was suggested as an independent variable influencing the impact of speech training on speaker-confidence because of its demonstrated relationship to anxiety.<sup>46</sup> It is also important because of its relationship with response to external evaluations of performance.<sup>47</sup> The results did not reveal the anticipated self-esteem X speech training interaction effect. Instead, those subjects who were originally the lowest in self-esteem showed the greatest

amount of improvement in both speech training groups. Perhaps speaker-confidence, which is the task-specific measure of self-esteem, would have been a more appropriate independent variable since it is more similar to the Brooks and Platz' self concept as a communicator variable. However, by definition, task-specific self-esteem is a function of the broader concept of self-esteem.<sup>48</sup> Thus, one would not expect speaker-confidence to significantly differ from self-esteem in its influence on the impact of speech training.

Perhaps the current results differ from those of Brooks and Platz due to other methodological differences. For example, the previous study utilized a sample of thirty-seven subjects who were randomly selected from twelve-hundred speech students; as opposed to the current sample of ninety-seven students from eight intact classes which were selected for the study. Secondly, Brooks and Platz conducted their research at the University of Kansas over a semester term; whereas, the present study involved a quarter term at Florida Technological University. To begin with, speech courses, while generally similar, are likely to vary according to specific aims and criteria of the particular institution. Perhaps content differences between the two speech programs caused the differential impact on the two samples. Further, the length difference between the courses at the two universities may have been influential.



Additionally, the present study was conducted in the Spring quarter after at least two opportunities for a student to take the course (Fall and Winter quarters) had passed. By comparison, the Brooks and Platz study was conducted during the Fall semester and was limited to freshmen students. It is possible that a number of students in the present sample had avoided the course for two quarters or longer. If this is true, a first quarter, or first semester, sample may represent a different population of students than a third quarter sample. Perhaps the two groups differ on a personality variable which is relevant to speaker-confidence or self-esteem.

Finally, Brooks and Platz measured speech training's effect on self concept as a communicator while the present study measured the effect on speaker-confidence. Although the two independent measures are similar in concept and are both task-specific measures of more general self-evaluations, the two terms were not identically operationally defined. More specifically, the measure employed in the Brooks and Platz study was of self-esteem as a speaker, or speaker-confidence, along with other aspects of self concept as a communicator (see detailed explanation, p. 16). It is possible that the other aspects of self concept, which were two thirds of the total score, account for the difference in the findings of the two studies.<sup>49</sup>

#### Changes in Self-esteem as a Function of Speech Training

Hypotheses three and four, concerning the effects

on self-esteem of TST and SST, respectively, were not confirmed. Although Murray, 1944, concluded that "speech training may be administered to effect profound personality changes....,"<sup>50</sup> it is understandable that a ten-week period of speech training would not significantly alter one's entire evaluation of himself. In fact, Leonard and Weitz indicate that "general or chronic self-esteem is related to an individual's self-evaluation of his overall capacities, and, as such, might be thought of as a personality characteristic that is relatively stable over time."<sup>51</sup> Thus, even if speech training had significantly altered self-esteem as a speaker, it is unlikely that this change in only one aspect of one's self-esteem would have influenced a change in overall self-esteem. Furthermore, it must be recognized that while the individual is undergoing speech training, this training is still only a small proportion of his daily experience. It has been shown that self-esteem affects one's acceptance of an evaluation of his performance as plausible and also influences his success or failure in future tasks.<sup>52</sup> The majority of his experiences, perhaps including speech training, should therefore perpetuate his original self-esteem level.

#### Responses to Speech Attitude Questions

The speech attitude questionnaire was designed to measure attitudes toward TST and SST across levels of self-esteem and types of speech training. Only the response to

the statement: "Criticism about my speaking performance makes me uncomfortable," showed a significant change which was exclusive to the SST group. Pretest and posttest responses to other questions, then, are primarily an indication of how self-esteem affects attitudes toward speech and of how one's attitudes toward speech may influence the time and type of speech training selected. Furthermore, there were no significant effects of self-esteem or speech training on responses to the four statements which appeared only on the posttest form: "I enjoyed this course," "I learned a great deal," "The course was well taught," and "I expect a high grade." Therefore, the discussion of the attitude questions will focus on attitudes which were a function of self-esteem or type of speech training selected.

The Importance of Public Speaking. The pretest response to the statement, "Public speaking is important," varied as a function of initial self-esteem level. High self-esteem students considered public speaking more important than did other students. It is understandable that low self-esteem individuals attest to greater anxiety about public speaking than high self-esteem subjects. In fact, Rosenberg, 1965, has reported a negative correlation between anxiety and self-esteem.<sup>53</sup> One form of defense against anxiety is to devalue the task,<sup>54</sup> in this case, public speaking. It seems reasonable that individuals with the most anxiety would experience the greatest need for

such a defense, and would be most likely to use it. This may explain why high self-esteem students evaluated public speaking as more important than did the other groups.

A mild interaction between speech training and self-esteem which approached significance ( $p .084$ ) also materialized. More specifically, the high self-esteem subjects in the control and TST groups rated public speaking more important than did other subjects in those speech training groups. On the contrary, low self-esteem subjects in the SST groups considered public speaking more important than did the other subjects. Possibly those subjects who take the speech lab are representative of a different population than the other subjects. One might speculate that these students chose SST because they were unable to reduce anxiety about public speaking by devaluing its importance.

The posttest response concerning the importance of public speaking again varied as a function of self-esteem. High self-esteem subjects indicated more support for the importance of public speaking. There was not, however, an interaction effect between self-esteem and speech training. At the same time, there was no significant attitude change toward public speaking as a result of speech training. This finding cannot then be considered an indication that speech training influenced the similar attitude among the groups.

Requiring Speech 101. Pretest responses to the question:

"I don't think Speech 101 should be a required course," varied as a function of type of speech training. SST students disagreed more than the other groups with that statement. In other words, SST students showed the most support for speech as a required course. The control group indicated the least support for requiring speech. Perhaps those who enroll in the required course and the voluntary lab do so because they have a more positive attitude toward speech training. On the other hand, the result may reflect man's need to view his behavior as consistent.<sup>55</sup> That is, taking a speech course and evaluating it positively is more consistent than taking a speech course and rating it poorly, since one is placed in the uncomfortable position of justifying why he is taking a course that he evaluates negatively.

The posttest attitude toward requiring speech was similar to that of the pretest one with the SST group showing the greatest support and the control the least support for a required speech course. Because of the similarity, it is probable that these attitudes, while somewhat influenced by the speech training, were largely determined by the attitudes initially brought to the speech class.

Concern about Criticism. A significant main effect of self-esteem and a significant interaction between self-esteem and speech training were obtained for pretest responses to the statement: "Criticism about my speaking performance

makes me uncomfortable." Generally the low and middle self-esteem subjects were more concerned about criticism than were the high self-esteem subjects. Specifically, both the middle and low self-esteem TST subjects were significantly more concerned about criticism than were the high self-esteem TST subjects. Conversely, the control group-middle self-esteem subjects showed the greatest concern about criticism.

It is understandable that the low self-esteem individual would be most concerned about criticism because of the relationship between low self-esteem and anxiety.<sup>56</sup> Rosenberg has demonstrated empirically that low self-esteem persons are disturbed by criticism more than persons of high self-esteem. It appears that middle self-esteem subjects who are more bothered by criticism also tend to avoid speech training longer than other subjects.

The comparison of initial and posttest attitudes toward criticism produced significant differences only within the SST group. Because one purpose of the lab is to encourage constructive and mutual criticism of the participant's performance, this improvement in the student's ability to accept criticism indicates that the lab is achieving at least one of its goals.

### Conclusions

It should be remembered that, in any educational field study, external events may influence the effect on

the dependent variable although the use of a control group aids in identifying such effects. For example, at the end of a term, subjects in the experimental group may have the assurance that they have completed a performance course which is challenging to many students; control group subjects would not yet have this sense of accomplishment.

However, the current research is more likely to be contaminated by a Type II Error.<sup>57</sup> In other words, while there appears to be no significant difference due to speech training, these results could be accounted for by an insensitive measure of self-esteem or speaker-confidence or by the presence of a stronger variable. The possibility that the measures incorporated in the present study are insensitive is unlikely since both have effectively measured differences in previous research.<sup>58</sup> It seems more likely that a stronger variable could be differentially affecting the response to speech training.

In both control and experimental groups, positive changes in self-esteem could occur as a function of the interaction of attitudes toward the instructor and the kind of evaluative feedback from the instructor that the student receives. In the experimental group, speaker-confidence would generally be fostered more by an instructor who could reduce the impersonality and competitive nature of the fundamentals course. The ability of the instructor to relate warmly to the students is even more important in the speech lab. On the other hand, high

self-esteem or high speaker-confidence students may respond more favorably to a competitive atmosphere. Therefore, an interaction effect of instructor and self-esteem or instructor and speaker-confidence could be confounding the results of the present study.

Another variable which should be considered is the relevance of the course to the student. Relevance of the academic study has been an issue on college campuses since the early 1960's. From personal experience as an instructor in a required speech course, the writer questions the desirability of forcing a student to take a speech course when he does not want it and does not see its relevance for himself. Once he is forced into the classroom, this student's class participation and preparation for it is often limited to his concern about his grade point average. Some instructors may be more successful than others in helping such a student to find some type of satisfaction from the course. In any case, initial course relevance is a potential confounding variable, and the interaction effect of instructor and course relevance is another.

Nevertheless, some conclusions can be drawn from the present research: (1) Improvement in speaker-confidence is mainly a function of initial self-esteem; those who are lowest in self-esteem exhibit the most positive changes. Speech training, particularly when the voluntary lab is included, may improve speaker-confidence. (2) Self-esteem appears to be relatively stable, but slight improve-



ment may occur with speech training. (3) It is difficult to infer causality between self-esteem and attitudes toward speech and especially between speech training and similar attitudes. However, some relationships were apparent. To begin with, some attitudes toward speech are a function of self-esteem; such as attitudes toward public speaking and criticism of speaking performance. The effect of self-esteem on response to criticism is also confounded by the type of speech training for which the subject registers. Further, those who chose SST improved in their stated ability to accept criticism. Attitudes toward speech as a requirement are primarily a function of type of speech training chosen by the student. It could be argued that these attitudes primarily serve to maintain the person's self concept.

### Implications

One major function of exploratory research is to suggest future research possibilities. To begin with, the limitations of the present study have suggested several relationships which should be studied. It could be hypothesized, for example, that: (1) The speech instructor influences the effect of speech training on speaker-confidence. (2) The speech instructor influences the effect of speech training on speaker-confidence as a function of initial levels of self-esteem and speaker-confidence. (3) The student's initial evaluation of the course's

relevance influences the effect of speech training on speaker-confidence. (4) The interaction of student-instructor relationship and initial student evaluation of course relevance influences the effect of speech training on speaker-confidence. Similar predictions can be made concerning speech training's effect on self-esteem; however, it must be remembered that self-esteem is a relatively stable personality variable.<sup>59</sup> As such, changes in self-esteem should be more difficult to effect in a one-term course.

The differential response to speech training between the present study and previous research was examined in light of various methodological differences. Further hypotheses and research questions are indicated as a result. For example, is a semester length speech course superior to a quarter length one? Secondly, how do students who enroll in a speech course during their first college term differ in grade-point average, speech skills, speaker-confidence, and speech attitudes from those who enroll during their second, third, or later term? In order to determine the importance of these differences in populations, each of these variables should be studied as independent variables affecting the response to speech training. If there are differences in populations which can be demonstrated to be an influence on speech training's effect on speaker-confidence, self-esteem, or some other personality variable; then speech training research methods

must take these into consideration.

Other research questions are potentially important for speech training research. For example, since relevance may play an important role in speech training, it could be predicted that voluntary speech training effects a more positive change in speaker-confidence than does mandatory speech training. This raises other important questions, such as: (1) How do the the attitudes of students enrolled in a voluntary speech fundamentals course differ from those enrolled in a mandatory one? (2) How do the speech skills of students enrolled in a voluntary speech fundamentals course differ from those in a mandatory one? (3) Is the voluntary speech fundamentals course composed of a sample of more confident speakers than that of a mandatory course?

Finally, in light of the answers to previous questions concerning the importance of course relevance, student-instructor relationships and voluntary-mandatory courses; how do different speech fundamentals substitute courses affect various personality changes? Even if a speech fundamentals course, a group discussion course for non-speech majors, or an interpersonal communication course do not differ significantly in their impact on important personality variables; the ability of the student to chose the course that would be most relevant, and, possibly, least threatening to him should be preferable to the absence of any choice whatsoever.

In order to continue to justify a required fundamentals speech course in the college curriculum and to provide the best possible program of speech training to the individual college student, future research should be concerned with all of these questions.

### Summary

The relationships between speech training, speech experience and personality have been the subject of study since the early 1900's by such researchers as Murray, Moore, and Gilkinson.<sup>60</sup>

In 1970, Bedford Furr concluded that speech training effected positive changes in self concept.<sup>61</sup> But, in 1968, Brooks and Platz had concluded that speech training did not influence all students similarly. They found that most students' self concepts as communicators improved while those initially in the lowest quartile lowered.<sup>62</sup>

The main purpose of the current study was to measure the impact of speech training on self-esteem and speaker-confidence. The effect of speech training on speaker-confidence was also measured as a function of initial self-esteem. Further, a comparison was made of initial self-esteem levels, types of speech training, and attitudes since such data might aid in interpretation of other results.

There were two types of speech training: traditional speech training and special speech training. Traditional

speech training was the required fundamentals speech course, and special speech training was the voluntary speech lab plus the required course.

Self-esteem and speaker-confidence, a task-specific measure of self-esteem, were chosen as the dependent measures because of their ease of measurement and their established relationships between related behavior.

Five hypotheses and two research questions were investigated in the present study. Hypothesis one and hypothesis two predicted that traditional speech training and special speech training, respectively, would improve the speaker-confidence of the college student. Hypothesis three and four predicted that traditional speech training and special speech training would improve the self-esteem of the college student. Finally, hypothesis five predicted that traditional speech training would effect a greater positive change than would no speech training in the speaker-confidence of the middle and high self-esteem students, but not in the speaker-confidence of low self-esteem students. The two research questions were: (1) What relationship exists between initial levels of self-esteem and attitudes toward speech and speech training? (2) What relationship exists between the type of speech training and attitudes toward speech and speech training?

The study incorporated a pretest and posttest measure of self-esteem, speaker-confidence and speech attitudes of the two experimental groups and a control group.

Speech performance and non-speech performance classes were selected for experimental and control groups. Subjects in the control group classes were eliminated if they had had college level speech training or were currently undergoing it. In all groups, subjects were eliminated if they failed to complete both forms.

The study found that speaker-confidence changes were fundamentally a function of self-esteem with the most positive changes occurring in the low self-esteem levels. Self-esteem appeared to be a relatively stable personality characteristic. Speech training's impact on both speaker-confidence and self-esteem was not significant although the changes were in the predicted direction. It was not intended to establish causal relationships between speech attitudes and self-esteem or speech training, but some interrelationships were observed. For example, the importance of public speaking varied as a function of self-esteem. Further, concern about criticism varied as a function of self-esteem and the interaction between self-esteem and speech training. Finally, the individual's attitude toward requiring speech varied according to the type of speech training.

## APPENDIX A. Self-esteem Scale

I. Below is a series of statements. Indicate how you feel about each by circling the appropriate numbers. For example, number 1 indicates very strong agreement with the statement, number 4 indicates neutral feelings, and number 7 indicates very strong disagreement.

	<u>AGREE</u>	<u>DISAGREE</u>
A. I feel that I am a person of worth, at least on an equal plane with others.	1 2 3 4 5 6 7	
B. I feel that I have a number of good qualities.	1 2 3 4 5 6 7	
C. All in all, I am inclined to feel that I am a failure.	1 2 3 4 5 6 7	
D. I am able to do things as well as most other people.	1 2 3 4 5 6 7	
E. I feel I do not have much to be proud of.	1 2 3 4 5 6 7	
F. I take a positive attitude toward myself.	1 2 3 4 5 6 7	
G. On the whole, I am satisfied with myself.	1 2 3 4 5 6 7	
H. I wish I could have more respect for myself.	1 2 3 4 5 6 7	
I. I certainly feel useless at times.	1 2 3 4 5 6 7	
J. At times I think I am no good at all.	1 2 3 4 5 6 7	

## APPENDIX B. Questionnaire of Speech Training and Attitudes

## I. Background information:

- A. Please fill in the last four digits of your social security number\_\_\_\_\_.
- B. In what class are you answering this questionnaire?  
Course\_\_\_\_\_,Section\_\_\_\_\_
- C. Sex: Male\_\_\_\_\_, Female\_\_\_\_\_.
- D. Have you previously been enrolled in a speech course? In high school\_\_\_\_\_, in college\_\_\_\_\_, never\_\_\_\_\_.
- E. If so, did you complete the course? Yes\_\_\_No\_\_\_.
- F. Are you currently taking a speech course? Yes\_\_\_, No\_\_\_\_\_.

II. Indicate by circling one of the numbers below the extent to which each of the descriptions accurately portrays your current feelings about speaking.

	NOT AT ALL						VERY MUCH
Tense:	0	1	2	3	4	5	6
Confident:	0	1	2	3	4	5	6
Displeased:	0	1	2	3	4	5	6
Disappointed:	0	1	2	3	4	5	6
Optimistic:	0	1	2	3	4	5	6
Assured:	0	1	2	3	4	5	6
Ill at Ease:	0	1	2	3	4	5	6
Satisfied:	0	1	2	3	4	5	6

PLEASE RECHECK: HAVE YOU CIRCLED A NUMBER FOR EACH DESCRIPTION?

III. Below is a series of statements. Indicate how you feel about each by circling the appropriate numbers.

- |                                                                    | <u>AGREE</u>  | <u>DISAGREE</u> |
|--------------------------------------------------------------------|---------------|-----------------|
| A. I don't think Spe 101 should be a required course.              | 1 2 3 4 5 6 7 |                 |
| B. Criticism about my speaking performance makes me uncomfortable. | 1 2 3 4 5 6 7 |                 |
| C. Public speaking is important.                                   | 1 2 3 4 5 6 7 |                 |



## APPENDIX C. Questionnaire of Speech Training and Attitudes

I. Please fill in the last four digits of your social security number \_\_\_\_\_.

II. Indicate by circling one of the numbers below the extent to which each of the descriptions accurately portrays your current feelings about speaking.

	NOT AT ALL				VERY MUCH			
Tense:	0	1	2	3	4	5	6	
Confident:	0	1	2	3	4	5	6	
Displeased:	0	1	2	3	4	5	6	
Disappointed:	0	1	2	3	4	5	6	
Optimistic:	0	1	2	3	4	5	6	
Assured:	0	1	2	3	4	5	6	
Ill at Ease:	0	1	2	3	4	5	6	
Satisfied:	0	1	2	3	4	5	6	

PLEASE RECHECK: HAVE YOU CIRCLED A NUMBER FOR EACH DESCRIPTION?

III. Below is a series of statements. Indicate how you feel about each by circling the appropriate numbers.

Your current feelings about speech:	<u>AGREE</u>	<u>DISAGREE</u>
A. I don't think Spe 101 should be a required course.	1 2 3 4 5 6 7	
B. Criticism about my speaking performance makes me uncomfortable.	1 2 3 4 5 6 7	
C. Public speaking is important.	1 2 3 4 5 6 7	

Feelings about the course in which you are answering this questionnaire:

D. I enjoyed this course.	1 2 3 4 5 6 7
E. I learned a great deal.	1 2 3 4 5 6 7
F. The course was well taught.	1 2 3 4 5 6 7
G. I expect a high grade.	1 2 3 4 5 6 7

## APPENDIX D. Speech 101 - Fundamentals of Oral Communication

Text: Samovar, Larry A., and Jack Mills, Oral Communication: Message and Response, Dubuque: William C. Brown Company Publishers, 1972.

Objectives:

There are two fundamental objectives of Speech 101: (1) to develop an understanding of the basic theory involved in effective communication and (2) to develop proficiency in oral communication. The course work consists of classroom participation and text assignments designed to accomplish these objectives.

Required Work:

1. Completion of 4 speeches (3 extemporaneous, 1 symposium)
2. Reading assignments
3. Final examination
4. Classroom discussion and speech evaluations
5. Participation in speech laboratory experiments

Course Policies:

1. Students are obliged to be present and prepared to speak on the day assigned. If a student knows he is to be absent for some legitimate reason on an assigned day, it is his responsibility to make a trade with a member assigned to another day.

2. The current University policy concerning incomplete grades will be followed in this course.

3. The policy on class attendance is left to the discretion of the instructor. In general, students will be allowed a maximum of three excused cuts (which may not be taken on days when the student has been assigned a speech). A person with more than three absences may have his course grade lowered.

4. It is unethical to use as your own, a speech or outline prepared, in whole or part, by someone else. To do so is cause for immediate failure. It is unethical to abstract a speech from a magazine article and pretend it is your own work. Any sources extensively used should be

credited in the speech. The best speeches do not rely heavily upon a single source but represent ideas formulated from several sources. Source materials are expected to be used for building a background of knowledge about the subjects.

5. The final determination of the course grade will be made from the oral presentations, classroom participation, and final examination.

### Schedule of Activities:

<u>Class Period</u>	<u>Class Activity</u>	<u>Reading Assignment</u>
1.	Introduction to Course	
2.	The Communication Process	Chapter 1
3.	Movie - <u>Strange Case of the English Language</u>	
4.	Preliminary Considerations for Speakers	Chapter 2
5.	Delivery	Chapter 4
6.	Speech #1	
7.	Speech #1	
8.	Speech #1	
9.	Speech #1	
10.	Supporting Your Ideas	Chapter 5
11.	Organization	Chapter 6
12.	Informative Speaking	Chapter 9
13.	Speech #2	
14.	Speech #2	
15.	Speech #2	
16.	Speech #2	
17.	Listening and Evaluation	Chapter 3
18.	Group Communication	Chapter 12
19.	Symposium	

20.	Symposium	
21.	Symposium	
22.	Symposium	
23.	Persuasive Speaking	Chapters 7 & 10
24.	Language & Style	Chapter 8
25.	Speech #4	
26.	Speech #4	
27.	Speech #4	
28.	Speech #4	

### Speaking Assignments

SPEECH #1 (4-5 min.) Informative Speech Expressing Personal Belief

#### Instructions:

1. We continually hear the expression, "If I could only change that..." Now is your chance to express your opinion on something you would like to see changed. Concentrate on a topic relevant to school, local, state, or national issues. Keep your topic narrowed to one specific idea so you can easily handle it in the allotted time.
2. Your speech should be organized around two main points. First, explain your reasons for wanting the change. Next, present your proposal for change. In other words, you will point out what is wrong with the existing situation (the status quo), and then express your feelings about what should be done.
3. Develop your ideas fully and in detail. Avoid unsupported assertions and over simplification of the issues.

SPEECH #2 (5-6 min.) Informative Speech Using Visual Aids

#### Instructions:

1. This speech will be based on a topic researched in several outside sources. Keep your subject limited so it can be covered effectively in the given time.
2. In using visual aids, keep the following in mind:
  - A. Use large, clear, simple diagrams.
  - B. When possible, keep objects, models, and charts covered until needed.
  - C. Do not hand out any visual material to the audience during your speech. This draws attention away from the speaker.
  - D. PRACTICE USING THE VISUAL AIDS.

SPEECH #3 (one class period per group) Symposium

Instructions:

1. Each group will select a problem area to be discussed which they feel is current, relevant, and of concern to the entire audience. Topics should be of state, national or international scope. Extensive research into the topic area will be done by the group so each member will be knowledgeable and speak with authority. The group goal will be to present all sides of the issue so the audience will be better able to form opinions on the problem.
2. The topic will be divided into sub-topics and these will be presented as speeches by individual group members.
3. Each group will be responsible for a 35-to-40 minute presentation. The last 10 to 15 minutes of the period will be reserved for a forum during which time the audience may ask questions, state opposing views, or express their opinions.

SPEECH #4 (6-7 min.) Persuasive Speech

Instructions:

1. In this speech you will attempt to prove to the audience that a problem exists and then offer a solution to that problem. Topics should be based on research and deal with current, relevant issues of state, national, or international concern.
2. It is particularly important to relate your ideas directly to the audience. Show them that the problem involves them individually and personally. Present your solution to the problem as being in

accord with the needs, wants, and values of your listeners.

## APPENDIX E. Proposed Syllabus for Speech 102

WEEK

1. Informal introductions by each member of the class.
2. Discussion of stage-fright; cover specific problems of the individual students and possible remedies for them.
3. Impromptu speeches. These will be approximately two minutes long; topics will be drawn from a prepared list.
4. Two minute prepared informative speeches.
5. Impromptu group discussion: "What are the major problems of state and national concern today?" Based on this discussion, two topics will be chosen and students divided into two groups for the next weeks assignment.
6. Prepared group discussions approximately twenty minutes each.
7. Four minute prepared persuasive speeches.
8. Finish persuasive speeches.
9. Dyadic team practice for Speech #4 assignment in Speech 101.
10. Course evaluation and discussion of changes needed for future labs.

PLEASE NOTE: With the exception of the first day, be prepared to spend the last ten to twenty minutes of each period discussing specific problems with approaching Speech 101 assignments; such as, topic selection, organization, researching topic, using notes effectively (or in some cases "not using notes" effectively), and other specific delivery problems.

## FOOTNOTES

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Jack E. Wilson, "Students and Student Advisor Expectations on the Basic Course in Public Speaking at Michigan State University," Speech Monographs, XXXVI (August, 1969), p. 311.

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and Social Psychology, XV (May, 1970), p. 21.

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C. Raymond Millimet and Dennis F. Gardner, "Induction of Threat to Self-esteem and the Arousal and Resolution of Affect," Journal of Experimental and Social Psychology, VIII (1972), p. 480.

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G. Mandler and D. L. Watson, "Anxiety and the Interruption of Behavior," Anxiety and Behavior, C. Spielberger, ed. (New York: Academic Press, 1966), pp. 263-88.

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