

**THE ROLE OF CERTAIN PERSONALITY
FACTORS IN ORAL EXAMINATION**

by

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DECLARATION

I hereby declare that

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is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

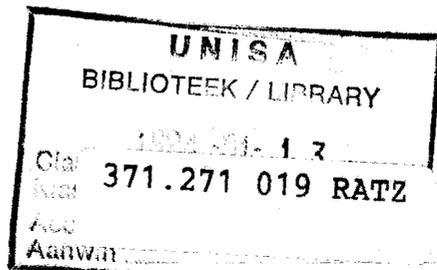
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W.E. RATZ

EXPRESSION OF THANKS

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- * MY CREATOR, WHO MAKES ALL THINGS POSSIBLE.



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SUMMARY

THE ROLE OF CERTAIN PERSONALITY FACTORS IN ORAL EXAMINATIONS

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The interdependent relationship which exists between personality characteristics of adolescents and their achievements in oral examinations have been investigated.

The following related aspects were studied in the literature:

- * The role of oral evaluation in English.
- * Personality characteristics which are meaningful to achievement in oral work.
- * Ways to measure personality with special reference to the High School Personality Questionnaire.

An empirical study inter alia revealed the following:

- (i) Low oral achievers are emotionally less stable than high achievers.
- (ii) Verbal intelligence, emotional instability, anxiety experience and introvertedness play an influential role in achievement in oral work.
- (iii) Girls tend to achieve better in oral work in the secondary school than boys.

The educational implications of the investigation relate to the adequate becoming-adult of the adolescent. The role of the educand's personality in oral examinations and the need of teachers to possess more information about this matter during evaluation, have been revealed in this study.

KEY TERMS: Personality factors; Oral examinations; Adolescent developmental characteristics; Personality and oral communication; Measurement of personality; Temperament; Underachievement; Anxiety; Self-concept; Verbal intelligence; Senior secondary school pupils

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CHAPTER 1**INTRODUCTORY ORIENTATION****1.1 INTRODUCTION**

The following comment is taken from an English grammar text book entitled Teach English Well (Hollingworth 1984:10)

"She passed her Matric but she can't speak much English and she doesn't seem to understand what I say... ."

Often pupils leave school without having gained sufficient oral communication competency which could result in developmental problems and inadequate socialisation and maturation. It is not merely good enough to understand and to be understood. Van Schalkwyk (1985:1) maintains that language, because it is created by man, should be beautiful and expressed with style because language, in the truest sense, is an expression of what you are inside. Language is thus a projection and manifestation of your inner being. Because everything you say says something about yourself as a person it is essential to use your oral capabilities effectively. According to Van Schalkwyk (1985:3) the basic tools for communicating ourselves to others are endowed upon us by Nature, but in order to use them effectively we must learn how they operate and what their capabilities and limitations are. The language teacher is in a position to assist the developing child to discover and enhance his oral communication skills.

Much emphasis is placed on individual scholastic achievements, but in schools, and especially secondary schools, we often neglect the important fact that pupils are both individual as well as social beings. So often pupils (also adults) find it difficult to converse, especially in group context. Since communication forms the very basis of most of our social relationships, an inability in this function can vitally affect social adequacy and orientation (Anderson 1953:67). Because of the key role which speech plays in most of our social relationships, it can easily be seen why a speech problem (inability), which includes a fear to speak (especially in front of a group of people), may often be a source of emotional and social maladjustment.

However, this study will not be incorporating speech disabilities of a physical nature as these problems are identified and hopefully "corrected" successfully during the primary school years. This study covers pupils who experience speech problems in the secondary school class situation or who have problems in communicating mainly due to the problem of disturbances of a personal nature. I believe that the ability to communicate with ease is a very important contributory factor in the development of a healthy self-concept, which will lead to healthy social involvement.

One of my pupils tried to commit suicide at the end of his std 7 year. When I was asked what type of boy he was I realized that I did not know him. His introvert personality and lack of participation in class activities had led to his merely being a name on my role-call book. The staff and I decided to pay special

attention to him by drawing him into class activities and by encouraging dialogue from him. Two terms later this boy played the lead role in one of my plays, but the surprising thing was the change which occurred in his personality. His change in behaviour in my class situation included spontaneous participation in class activities as well as a keen sense of humour. He scored higher marks for his oral presentations and he did not appear as nervous and apologetic as the previous year.

Because of the higher oral marks which he obtained I compared the marks he achieved for the various components in English (grammar, written work, prescribed and oral work) and found an overall improvement in his English marks, but the most profound improvement being his oral mark. I compared my other pupils' oral marks to the personality type, for example introverted/extroverted or emotional/unemotional, that they seemed to represent. As expected the pupils who favoured an emotional-extrovert personality type seemed to be more spontaneous in class, scored higher marks for their orals (although their overall English marks were not necessarily higher), and they were the ones I seemed to know the best. There thus seems to be a link between oral presentation or communication ability and certain personality characteristics of children.

In the English syllabus of the Cape Education Department the mark for oral communication only accounts for 12.5% of the English total for First Language HG, and 23.3% for English Second Language HG. This practice ignores the fact that proper communication ability

should be evaluated in an oral situation and that comprehension, greater speed in understanding and promotion of insight, fluency of thought and betterment of the social skills of the child is involved in the process. Personality characteristics of the child, like self-confidence, self-reliance and a preparedness to speak can also be promoted by using oral examinations in languages.

In a world where inter-human relationships are so important we cannot afford to neglect this important aspect of total education of the child.

1.2 FACTORS LEADING TO THIS STUDY

It should be realized that endogenous personality characteristics of pupils can supplement or undermine their achievements in oral evaluation situations. For some pupils it is 'natural' to stand up and talk to a group while for others it is a frightening ordeal. These pupils who find it difficult to speak fluently as a result of these intervening factors should be identified and helped. From practical experience it seems as if very little is done or known about the fact that pupils experiencing intense anxiety during oral presentation achieve lower marks.

These problems undermining the verbal communication of learners are also stressed in the literature:

"While deprivation of affection appears to lead to anxiety and inability to make contact with others (communication), the denial of the opportunity of making an adequate contribution tends to be followed by irresponsibility and rebellion" (Fleming 1964:34).

If pupils feel that they cannot contribute to, for example a class discussion, they lose interest and avoid participation. A lack of involvement in classroom activities could also lead to deviant behaviour in pupils.

Anderson (1953:63) refers to a positive relationship between defective speech and inability to communicate and the presence of socially unacceptable personality traits. He also mentions that people who find it difficult to speak "were inclined to be more neurotic, more introverted, and less self-confident". Their personalities also exhibited a general pattern of "followership" as opposed to "leadership".

In a chapter entitled "The Self-actualizing Person" Mouley (1970:120) comments on the experience of affective disturbances as follows:

"...studies show an overall impairment of performance as a result of stress".

"...the individual will prosper when he is challenged, but his performance will deteriorate when he is overwhelmed".

"Most teaching problems appear to arouse a superabundance of anxiety, much of which is teacher created through competition, grading, threat, etc. ..."

"Anxiety can result in deterioration of performance, especially in the finer areas of creativity, problem-solving, and subtle human relations".

From this could be concluded that certain affective restraints might play a significant role and contribute to lower achievements in oral evaluation situations. While Anderson (1953:73) indicated the role of affective factors in relation to speech problems, we

find that speech "inability" grows noticeably worse in situations that place a premium upon effective speaking (such as oral grading), and improves in other situations where social pressure is largely absent.

It therefore seems that if the method of oral mark allocation is changed in order to eliminate some of the pressure, the pupils experiencing certain feelings could achieve better marks. On the other hand a child who learns to express himself well and who is successful in speech situations acquires thereby a sense of power and self-esteem which may contribute favourably to his personality development (Anderson 1953:100).

Some pupils use the safety of the school to shield them and protect them from problems such as possessing an inability to communicate adequately. However, when these pupils leave school they are not fully ready to participate in the real world where the ability to communicate and to compete in group situations is expected of them. It is imperative that we teach the youth to communicate effectively and with confidence.

These above-mentioned assumptions and aspects led to this investigation to acquire a better view on the practice of oral evaluation in secondary schools as well as identifying the role of certain personality factors in oral work.

1.3 DELIMITATION AND STATEMENT OF THE PROBLEM

If the performing of an oral in front of a group of pupils implies a positive experience for the pupil then it enhances his self-confidence and self-esteem. Taking part in this situation encourages and motivates him to participate fully, also in other class situations, and thus enhances his socialisation. If a pupil, for various reasons, experiences negative feelings about his performance then it could become an obstacle which prevents him from achieving according to his potential. If these pupils are not identified and helped in school it could be detrimental in their later lives and create vocational and socialisation problems.

The importance of the class oral must therefore not be underestimated as the presentation of orals gives immediate feedback (viz. the response of the audience) so the pupil experiences his achievement more directly and thus has a strong impact on his adjustment in school. On the other hand achievements in written examinations can be kept private and are usually only made known after a certain time lapse. Pupils coming from lower socio-economic circumstances and sub-cultural groupings sometimes show a lack of expected vocabulary and speaking skills, especially pronunciation, which hamper their performance in oral work.

The major question which must therefore be answered in this investigation is the following:

To what extent do certain personality characteristics relate to the achievements of senior secondary school pupils in English oral work?

1.4 DEFINITION OF CORE CONCEPTS IN THE CONTEXT OF ORAL EVALUATION

1.4.1 Experience as a psycho-educational category

Vrey (1979:29) views the importance of experience in education and states: "experience determines whether the child esteems or despises, accepts or rejects himself". Everything a child does or gets involved in (presenting an oral) is accompanied by some or other feeling. If the experience is positive (if the oral was successfully received) it will encourage greater involvement in future, similar tasks and also enhance the pupil's self-esteem. Oral presentations can thus be an important terrain for self-actualisation. The opposite is also true. If the experience of the child is continuously negative it could hamper his self-actualisation.

1.4.2 Personality

The concept personality can be defined in various ways. According to the HSPQ manual (1992:1) personality indicates the integrated and dynamic organisation of an individual's psychological, social, moral and physical characteristics, as expressed in interaction with the environment and especially with other people, and as determined by the interaction between constitutional and environmental factors. Cattell (HSPQ manual 1992:1) regards personality only "as that which tells what a man will do when placed in a given situation". This view is substantiated by Gerdes and Ochse (Van Rensburg 1991:57) when they say that "an

individual's personality also affects the way in which he tends to react to change."

Coville, Costello and Rouke (1965:45-46) mention that personality is a resultant of the interaction of a person's unique biological make-up, his individual psychological development and the influence of the cultural setting in which he grows, and that disordered personalities can be treated by specialised techniques.

1.4.3 Personality characteristics

Vrey (Van Rensburg 1991:57) maintains that one can try to understand someone's personality by noting the appearance of personality traits.

Such personality traits or characteristics are often regarded as the most useful structural units in the description of personality, since they are its main "elements" (Van Rensburg 1991:57). Cattell and Allport (Van Rensburg 1991:57-58) make the point that human personality is not a bundle of unrelated traits, but that the nonadult personality is a sum or cohesion of potentialities. The educationist should therefore evaluate each child's unique personality in terms of his own personality traits.

Cattell (HSPQ manual 1992:1-2) uses factor analysis to isolate the underlying elements in human personality. From a series of factor analyses on terms from psychology and psychiatry Cattell and his colleagues identified the 14 primary personality traits which the

High School Personality Questionnaire "measures". These personality traits included the following: warmheartedness, intelligence, emotional stability, excitability, dominance, carefreeness, conscientiousness, social boldness, tender-mindedness, individualism, guilt proneness, self-sufficiency, self-control and tension.

1.4.3.1 Emotional factors

Anderson (1953:73) states that one of the surest indications of psychological complications in the behaviour of children is the degree to which it varies in severity in relation to the social environment. When under pressure in the class situation, emotional restraints such as insecurity, fear, anxiety, feeling of inferiority, etc. can cause the pupil to perform below his potential. It is impossible to separate the child as a learning, intelligent being from the same child as an emotional being. Because the pupil must be educated in totality the only way to improve poor communication ability is to eliminate factors inhibiting it, such as emotional restraints.

1.4.3.2 Anxiety

This is a condition which is characterised by acute tension and reactions such as an increased heartbeat and perspiration. It differs from fear as it is more chronic of nature and cannot be linked to any definite object or situation. Anxiety relates to every phase of human behaviour viz. the self-concept, emotions,

socialisation, motivation, efficiency in learning, flexibility in problem solving and creativity (Mouly 1970:115). Mouly further defines anxiety as a conscious experience of relatively intense dread and foreboding which is not directly related to external threat. Because anxiety attacks the very foundation of personality, the individual cannot stand outside the threat, cannot objectify it, and is therefore powerless to take steps to meet it, especially in the case of neurotic anxiety where the threat is repressed into unconsciousness. Anxiety leads to a feeling of helplessness and to the development of neurotic defences and unhealthy strategies for coping with the world. Anxiety then occurs when his system of defences become vulnerable. One system of defence is withdrawal. If the pupil is then forced into the limelight it could lead to anxiety.

1.4.3.3. Fear

Vrey (1984:69) mentions that the pre-school years of a child mark the climax of specific fears such, for example, fear of the dark, dragons, and also of people who seem to threaten him. As the child grows older and understands better - and if he receives the right education - he should learn to discern that not all these dangers are a threat to him personally.

Mouly (1970:188) comments on fear as follows:

"Since fear arises from situations in which the individual is relatively overwhelmed, the idea of fear implies incompetence".

This suggests that a pupil 'suffering' from fear will not be able to achieve according to his potential. When studying a pupil's fear- reactions, certain factors such as the situation in which he finds himself, his emotional security, his previous experiences and his health must be considered.

1.4.3.4 Self-concept

Hills (1982:247) identifies three components of the self-concept to clarify the meaning of the concept.

- * The self-image, or impression which a person holds of himself, is constructed largely from what he thinks about himself as reflected from others who are in interaction with him;
- * the ideal self, which is the image of how a person could or should be; and
- * self-esteem, which has its origins in the beliefs and feelings (after evaluating) that a person has about the self.

In his exposition Mouly (1970:183) links a variety of behavioural patterns to the self-concept. Because of the fact that emotions are directly related to the self-concept a child who is insecure about his status who has a low self-concept is more likely to experience anxiety and will often resent the best-intentioned criticism. A child with a low self-concept can appear aggressive,

rude, and is often withdrawn and negative. Such a child is inclined to interpret new experience in that light (Vrey 1979:113).

1.4.3.5 Verbal intelligence

According to Schepers (1970:16-17) verbal intelligence tests measure a pupil's proficiency for the following cognitive factors, viz. vocabulary, reading ability, language usage and the assimilation of general information.

The HSPC catalogue for Psychological and Proficiency Tests (1991:57) comments on the General Scholastic Aptitude Test (GSAT), which is the IQ test used in the schools of the Cape Education Department, as follows:

The GSAT is a complete revision of previous group intelligence tests. It is a group test measuring the developed general scholastic aptitude of South African pupils and scores obtained may be interpreted as IQ scores. The test predicts progress in the conventional teaching situation very well across the board.

The GSAT was developed for pupils between the ages of 9 - 18 and norms were provided for the non-verbal and verbal subtests as well as for the total scores. The verbal intelligence score is an indication of the pupil's verbal competence and also indicates his ability towards the learning of content subjects. In this research the verbal intelligence scores of the pupils involved will be used.

Although Kroukamp (1991:95) points out that general intelligence has consistently been found to be one of the best predictors of

scholastic achievement, according to Van der Merwe (Kroukamp 1991:96), studies have suggested that verbal intelligence measures are better predictors of scholastic achievement than are non-verbal measures of intelligence.

1.4.4 Oral evaluation

The purpose of teaching pupils to speak a language is that they should become able to communicate fluently, sensitively, sensibly and with confidence. If language teaching includes improving oral communicative performance of pupils then it must also include adequate oral evaluation methods. Although the English syllabus (Cape Education Department) includes the oral component and offers numerous guidelines, the evaluation of oral remains obscure if we consider the subjectivity thereof. Walker (1983:41) refers to oral testing as follows:

"Testing the speaking skill has traditionally been regarded as the most problematic area of language testing, largely because of the difficulty of ensuring objectivity. Since language testing became more 'scientific', much has, however, been done to improve this objectivity. For example, detailed mark schemes are used and examiners are trained."

Walker (1983:41-42) mentions two basic methods of oral evaluation:

- * Analytic schemes which are detailed mark grids where the examiner allocates marks for the various items as indicated on the grid; and
- * Global marking where an overall impression mark is allocated.

Underhill (1987:25) questions the validity of a single oral assessment and calls for methods of continuous assessment where the teacher's judgment is formed as a gradual process rather than as a sudden decision. This method of continuous assessment could possibly eliminate individual variations like nervousness, fear or even illness on a particular day.

According to Underhill (1987:96) a traditional oral assessment grid usually marks the following categories:

- * grammar
- * vocabulary
- * pronunciation, intonation and stress
- * style and fluency
- * content

1.4.5. Senior secondary school pupils

These are learners who are in the senior secondary school phase in standards 8 - 10. Most of these pupils are aged between 16 - 18 years and are in the midadolescent stage of their becoming-adult.

In this research senior secondary pupils in standards 9 and 10 will be involved. These pupils find themselves on the threshold of adulthood and are in the final process of emancipation. Besides the complex physical and psychological changes, which have implications for their adjustment in the school, these pupils also have to make vocational decisions which could lead to increased uncertainty, anxiety and restlessness.

According to Van Rensburg (1991:67) the adolescent in the secondary school occupies a marginal position between childhood and adulthood. Apart from changes within his own person the modern adolescent has to contend with major changes in traditional views on religion, politics and society. He has to attribute meaning to all these complex changes, evaluate them and make choices to attain proper adulthood in his particular society.

1.5 AIMS OF THE STUDY

The broad aim of this study is of a twofold nature to get more clarity about the following questions:

- * What is the function of oral evaluation in languages (English); and
- * to what extent do personality factors play a role in oral evaluation in English in senior secondary schools?

1.5.1 Literature study

Firstly a literature study will be undertaken with the following objectives in mind:

1. To discuss the developmental characteristics of adolescents in the senior secondary school giving special attention to those personality aspects which are relevant for proper communication.
2. To determine the role and place of oral evaluation in languages in the English syllabus of secondary schools.

3. To provide clarity about personality and characteristics which are meaningful to achievement in oral work.
4. To discuss aspects of personality measurement with specific reference to the application and interpretation of the High School Personality Questionnaire (HSPQ).

1.5.2 Empirical research

In order to attempt to answer the major question ¹⁾ in this study, an empirical investigation will be carried out to realise the following objectives:

1. To determine the most significant differences between the personality characteristics of low and high achievers in oral work in the senior secondary school.
2. To relate the personality characteristics of senior secondary pupils to their marks in oral work and the other components in English.
3. To determine whether there exists significant differences between the achievements of boys and girls in oral work.

1) See paragraph 1.3 p 7 again

1.6 STATING THE HYPOTHESES ²⁾

The following hypotheses will be tested:

1. H_0 : THERE EXIST NO SIGNIFICANT DIFFERENCES BETWEEN THE PERSONALITY CHARACTERISTICS OF LOW AND HIGH ACHIEVERS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL
2. H_0 : THERE EXIST NO SIGNIFICANT RELATIONSHIPS BETWEEN THE ACHIEVEMENTS OF SECONDARY SCHOOL PUPILS FOR THE FOUR COMPONENTS IN ENGLISH AND THEIR PERSONALITY CHARACTERISTICS
3. H_0 : THERE EXISTS NO A SIGNIFICANT DIFFERENCE BETWEEN THE AVERAGE ACHIEVEMENTS OF GIRLS AND BOYS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

1.7 METHOD OF INVESTIGATION

The empirical research method chosen is a combination of the nomothetical Ex Post Facto method where an analysis of previous or existing data from two separate groups is done and a correlational design where one large sample of testees is involved and different units of information compared.

As oral marks in secondary schools are readily available and a direct comparison of personality-test results with these marks is possible, this approach seems to be suitable. In order to obtain a

2) The alternative hypotheses appear on p 156 in chapter 6

broader picture the marks obtained in oral evaluation and the other components of English, viz. grammar, prescribed work and written work, will be compared.

1.8 PROGRAM OF STUDY

In chapter 1 an attempt has been made by means of an introductory orientation to present the problem area and the problem to be investigated. The aims and objectives of the study as well as certain relevant constructs are discussed.

A discussion will be done in chapter 2 about the developmental characteristics of adolescents with special attention to the formation of relationships where oral communication plays a vital role.

The place and role of oral evaluation in the English syllabus will be examined in chapter 3 and special attention is given to evaluation, methods of evaluation and underachievement in oral work.

In chapter 4 the relationship between personality and achievements and communication will be exposed. A linkage between personality traits and the categories of Psychology of Education will also be established.

Personality, which is one of the major variables in this research will receive attention in chapter 5. Special emphasis is laid on

the usage of the HSPQ which is the major measuring instrument in this investigation.

The planning, execution of and statistical calculations in the research is presented in chapter 6 and the various expectations and hypotheses are empirically verified and reported.

Chapter 7 sums up the most important findings arising from the literature study and empirical investigation and certain recommendations will be done.

CHAPTER 2**DEVELOPMENTAL CHARACTERISTICS OF THE ADOLESCENT
IN THE SENIOR SECONDARY SCHOOL****2.1 INTRODUCTION**

The word adolescence comes from the Latin verb "adolescere" which means "to grow" or "to grow to maturity". Lambert, Rothchild, Altland and Green (1972:4) refer to adolescence as a behavioral phenomenon that occurs between childlike behaviour and mature behaviour. Mitchell (1986:259) regards adolescence as a period when individuals can be expected to undergo change or to experience a major transition, as it is a phase of discontinuity from the latency period with the stability of being a well-established child to the series of stages of becoming an increasingly mature adult.

According to Vrey (1984:10) "development" is described as a "gradual unfolding" and a "gradual perceptible improvement". The development of the adolescent is the progress towards adulthood and indicates the empirical manifestations of the independence tasks as mile-stones on the road towards the realisation of the goals of becoming.

Because the individual exists for society and society for the individual, the individual must orientate himself in his world by forming relationships with his world and thereby constituting a life-world that forms his psychological space and reality to which he is orientated (Vrey 1984:20-21). Busse, Mansfield and Messinger

(1974:61) state that through the formation of relationships the adolescent "clarifies his own identity".

The individual forms these relationships between himself and a given section of reality by means of interaction and hence the vital importance of proper communication to enable relationships to succeed. According to Dobie (1976:1) interaction among humans is largely dependent upon communication, which involves the transmission of information and attitudes, and the evoking of a response. The adolescent's interaction with his world and thus his complete development could be hindered if he is unable to communicate effectively and as expected by the community or if the adolescent experiences the responses he evokes as negative.

Robert Havighurst's Developmental Tasks and Education outlines what he feels are the major developmental tasks of adolescence:

1. Accepting one's physique and using the body effectively.
2. Achieving new and more mature relations with age mates of both sexes.
3. Achieving a masculine or feminine social role.
4. Achieving emotional independence of parents and other adults.
5. Preparing for an economic career.
6. Preparing for marriage and family life.
7. Desiring and achieving socially responsible behaviour.
8. Acquiring a set of values and an ethical system as a guide to behaviour and thus developing an ideology (Rice 1975:43).

These developmental tasks of adolescence are helpful to youths themselves in discovering some of the things they need to accomplish or do to reach adulthood.

2.2 PHYSICAL DEVELOPMENT

2.2.1 Reactions towards physical changes

Various physical changes occur as primary and secondary sexual characteristics develop during the adolescent stage. Rice (1975:67) regards the adolescent's emotional reactions to the changes as important as the physical changes themselves. Adolescents are also very conscious of their body proportions and weight. Either obesity or underweight is a problem to those who want to be like others their own age (Rice 1975:84). The adolescent's perception of his physical self (body-image) may be influenced by prior experiences that have led him to view himself as attractive or unattractive, strong or weak, regardless of the actual facts of his physical appearance.

Mussen et al (1956:547) maintains that anxiety among adolescents could be reduced if there were more widespread awareness that variations in physical development and maturational age occur. Adolescents should realise that some members of the peer group merely develop slower than others.

2.2.2 Accepting these changes

Vrey (1984:167) points out that the physical self is more important during adolescence than at any other stage of a person's life except possibly old age. The adolescent's corporeality now begins to demand attention, and it is centred on the body itself. Often nicknames (eg. Tubby, Freckles, Big Ears, etc.) referring to physical appearance given to a young child because it sounds 'cute', loses its appeal during adolescence and might even become embarrassing and belittling to the adolescent. Adolescents who regard themselves as 'ugly' or fat might find it stressful and an ordeal to perform in front of people because they are scared of being teased and ridiculed and this in turn to lead to emotional reactions such as anxiety, withdrawal and the development of a poorer self-concept. Where it is sometimes expected in the school that individual pupils have to communicate within a group of pupils, some of these adolescents experience an activity such as oral presentation as humiliating and stressful because of the fear of being teased due to physical differences. Underachievement during oral evaluation could sometimes be linked to inappropriate acceptance of physical characteristics.

The most obvious and objectively observable development during adolescence are the physiological changes that occur and this is often referred to as 'growth spurt'. Mussen, Conger and Kagen (1956:544) define the term as the accelerated rate of increase in height and weight that occurs with the onset of adolescence. Dusek and Flaherty (1981:1) maintain that there is a tendency to

generalise the rapidity of changes that occur in the growth spurt to other aspects of adolescent development and behaviour, often without ample supportive evidence. After conducting a 3-year longitudinal study they concluded that adolescent self-concept is a result of continual and gradual growth based on social circumstances as well as emergent cognitive competencies. They oppose the more popular view of adolescence being a period of 'storm and stress' and see the majority of adolescents as accepting their physical changes in a relatively smooth manner. Yet they concede that for some the changes are troublesome and strenuous (Dusek and Flaherty 1981:45).

2.2.3 Problems to accept these changes

Smith (1985:152) states that adolescents place great emphasis on sexual attractiveness, and physical appearance and dress are central to this, as is access to locations where social-interactions (dating) can occur. If the adolescent experiences continual unsuccessful social interactions it could lead to the belief of his being physically unattractive and unacceptable and to the development of a poor self-concept and withdrawal from further similar situations.

There are adolescents who are in search of a stable self-identity amid confused sex-role identification models and a changing cultural milieu. According to James (1980:246) adolescents experience exceptionally turbulent emotions and tremendous flexibility in self-concept. All these rapid physical developments

threaten the adolescent's feeling of self-consistency, and he needs time to integrate them into a slowly emerging sense of a positive, self-confident ego-identity. Mussen et al (1956:551) states that adolescents whose development was not on par with the others, in other words, later maturers, revealed more feelings of inadequacy, negative self-conceptions, feelings of rejection and domination, feelings of guilt, inferiority and generalised anxiety.

2.3 COGNITIVE DEVELOPMENT

2.3.1 Adolescent thinking stage

The adolescent's cognitive life also continues to develop, both quantitatively and qualitatively (Mussen et al 1956:552). According to Piaget's stages of cognitive development, formal operational thinking is reached during adolescence. These changes in thought processes play a critical role in helping the educand to deal with increasingly complex educational and vocational demands. Mussen et al (1956:552) also states that these cognitive changes strongly influence the changes in the parent-child relationship. The other emerging personality characteristics, the using of psychological defence mechanisms, planning of future educational and vocational goals, as well as the mounting concerns with social, political and personal values, are also in one way or other linked to more developed reasoning and other cognitive abilities.

Rice (1975:368) mentions that adolescent thinking begins to differ radically from that of the primary school child. The adolescent

who is able to use his inductive reasoning and systemise his ideas and deal critically with his own thinking shows formal operational thinking characteristics. He is also able to discover truth by using scientifically sound deductive reasoning. Vrey (1984:178) states that his cognitive powers enable him to move on an abstract level and he even realises that deductions are arbitrary which have to be assessed in the light of reality.

One of the most important aspects of the emergence of formal operational thinking according to Mussen et al (1956:553) is the ability to entertain hypotheses or theoretical propositions that depart from immediately observable events. Hence these adolescents are able not only to grasp the immediate state of things but also the possible state they might or could assume. The intellectually mature adolescent shows increasing intellectual power and sophistication. (James 1980:254-256). These adolescents also lean towards the real and practical world as opposed to the conceptual world of many textbooks and outdated curricula. They often experience subject material and learning tasks, such as oral presentation, as dull, and question the relevancy of it.

Van Rensburg (1991:70) makes the important point that it must not be assumed that all older adolescents think in a formal operational way as not all individuals develop at the same pace and some do not realise these cognitive possibilities completely. Educators dealing with adolescents should therefore also employ teaching methods applicable to the pre-adolescent phase in some situations in the classroom.

2.3.2 Adolescent egocentricity and behaviour

As a result of more developed thought processes a new form of egocentrism appears during adolescence where the person shows the capacity to think about his own thoughts. He now becomes more aware of himself, his person and ideas. Adolescent egocentrism often results in the adolescent feeling that he is 'on stage' much of the time.

If the adolescent is now involved in speech activities, such as presenting orals, his need for attention can be satisfied. Anderson (1953:99) states that this type of attention is essential for healthy development. Taking part in successful oral presentations should therefore be viewed as a very desirable form of accomplishment and may provide the adolescent with the opportunity to excel. However, Van Rensburg (1991:37) states that this egocentricity gradually disappears as he begins to realise that he is no longer the focal point of reality.

Dusek and Flaherty (1981:46) state that cognitive competence underlies the emergence of self-views as the adolescent's cognitive development proceeds to increasingly more sophisticated levels and he perceives in himself sets of underlying abilities, motives and personality.

Rice (1975:373) also states that these new cognitive abilities of the adolescent have some profound effects on his behaviour. As he evaluates his parents, society, and the world, he grows

dissatisfied with things as they are. However, a good deal of an adolescent's passionate concern with the deficiencies of parents and the social order and with the creation of viable alternatives often turns out to be primarily verbal, more a matter of word than deed. This dissatisfaction can be channelled positively and educationally in language oral classes by encouraging pupils to participate in discussions of their problems and opinions.

2.3.3 Academic performance and cognitive development

As far as school is concerned academic success is one of the factors that raises self-esteem and so it follows that a measure of success is necessary if interest is to be maintained and involvement ensured. Awareness that he or she is of below-average ability and is having school difficulties may lead an adolescent to develop behavioural characteristics such as insecurity, withdrawal, anxiety, compensatory demands for attention and aggressiveness.

Purkey (1970:27) states that there is a significant relationship between the self-concept and academic achievement and that change in one seems to be associated with change in the other. He concludes that the enhancing of the self-concept is a vital influence in improving academic performance. Similarly, academic competence, related cognitive development and success could boost the pupil's self-concept. Regular oral presentation which is experienced as successful by the educand should also boost his self-concept and motivate him to partake in future similar tasks.

In the teaching/learning situation various factors can hamper achievement. According to Vrey (1984:264) the mental state of the learner is significant because anxiety, tension or fear of the teacher or of the criticism or teasing of contemporaries may hamper achievement. If the adolescent experiences continuous failure he will tend to form a negative attitude towards the school and formal education. The pupil's efforts are then likely to be directed towards withdrawal. Van Rensburg (1991:20) makes it clear that the possession of appropriate cognitive abilities does not guarantee academic success at school. Cooperation, willingness to take part in discussions, perseverance in independent study, and motivation also play an important role in the school life of the child.

2.3.4 Language development

A person's language development is vital because language is the medium through which man's symbolic thought is communicated. Language inability could thus not only hamper proper communication and comprehension, but it could also hamper thought development.

Dobie (1976:29) states that successful communication has not been shown to be an inevitable by-product of intelligence. Rather, some amount of competence, particularly in oral communication, seems possible for all normal persons, and may in fact facilitate other learning. Van Rensburg (1991:125) states that language is commonly accepted to be the key medium for the thought of the educand on his way to proper adulthood. As thoughts are conveyed by means of language, it stands to reason that the educand will benefit from a

properly developed and sound language ability. One way of enhancing language ability is by stressing oral proficiency in the classroom situation and also by creating opportunities for the child to use language in different ways.

2.3.5 Oral communication in learning situations

Effective oral communication should therefore be seen as vitally important in learning situations because in most of them speech plays such a significant role. Anderson (1953:299) believes that speech training should be so closely interwoven into the daily activities of the class that it is unrecognisable as a separate subject. Pupils could benefit greatly through such integration, not only in speech development, but in every aspect of language arts, including reading, spelling, composition, and comprehension.

The above writer (1953:311) discusses the relationship between reading ability and speech maturation and concludes that slowness in speech often correlates with slowness in reading. It is therefore important to understand that training in speech proficiency materially improves the educand's reading ability. Oral communication and speech training should therefore supplement each other and should be meaningful to the pupil. His overall academic achievements will be negatively affected if his verbal competence (reading, writing, speaking) is poor. As there is a positive relationship between linguistic ability and intelligence, according to Vrey (1984:137), poor language ability could therefore seriously hamper the adolescent's cognitive development.

Van Rensburg (1991:130) also states that the expansion and improvement of the educand's vocabulary, verbal fluency and fluency of ideas should receive attention because they constitute a basic potential which an educand may apply when employing abstract reasoning to identify logical relations between concepts and the words that symbolise them.

It is generally recognised that the learner's intellectual abilities play an important part in the quality of his learning. A low verbal intelligence (linguistic ability) is more inhibiting than a low non-verbal intelligence (Van Rensburg 1991:184). The better developed the linguistic ability of the educand the easier it is for him to understand instructions, procedures, methods and subject content. According to Wilkins (1973:7) linguistics has brought to the study of language a re-valuation of the relationship between the spoken and written forms of language. The linguistic attitude attaches the greater importance to speech. For the linguist speech is the primary manifestation of language. Writing is regarded as both secondary to and dependent on speech because of the fact that when writing is learned, it is as a representation of speech which has been acquired previously.

2.3.6 Oral ability and cognitive development

Vrey (1984:257) emphasises the importance of meaningful verbal learning because most learning activities proceed with the aid of spoken or written language. Language is extremely important because we name concepts by means of linguistic symbols, which must

occur in all forms of meaningful learning. Vrey (1984:55) also states that language fulfils a special function with regard to the child's becoming. Any language disability or inability could therefore seriously hamper proper cognitive development. Such pupils should be identified and assisted in various ways, such as teaching them proper oral skills, because, according to Mussen et al (1956:267), improved verbal ability often enhances cognitive functions such as memory, thinking, problem-solving and reasoning. Wilkins (1973:9) substantiates this when he states that pupils developing a facility in oral expression are genuinely improving their mastery of language, and this in turn could improve their understanding of other learning tasks and subjects.

According to Anderson (1953:100) successful oral communication involves a degree of control and mastery and fosters such qualities as praise, self-confidence, and qualities of leadership. Because it is natural for a child to be interested in many things, this multi-sided curiosity should be encouraged, and educative speech activities could offer the educand with such opportunities.

The importance of efficiency in spoken language is stressed by Rosen and Rosen (Dobie 1976:23), for the effective speaker is enabled

"...to do something better - to think, to act, to co-operate with others, influence them and be influenced by them".

Hanratty (Dobie 1976:23) mentions that the bounds of the spoken word cover the whole of education, and are basic to personality and significant learning. Having realised the centrality of oral communication it seems that priority should be given to the

teaching of oral communication and also the proper evaluation thereof at secondary schools.

2.4 AFFECTIVE DEVELOPMENT

2.4.1 The role of affect in behaviour

James (1980:246) maintains that in no other dimension of development during adolescence is there as much an impact as within the area of emotional development, and especially the development of personality.

Emotions are subjective feelings which an individual experiences in response to stimuli. The word 'emotion' literally means "the act of the body stirred up". Rice (1975:117) states that an emotion is a state of consciousness which is felt as an integrated reaction of the total person, and that emotional growth and development refer to the development of subjective feelings. All behaviour is accompanied by feelings and these feelings are determined by the meaning attributed to the situation. Where the behaviour includes personal involvement, such as presenting an oral or taking part in a class discussion, the experience will have some or other quality which will endow the relation that is formed with a connotative dimension. 1)

The emotional state of the adolescent affects his physical well-being and health because the entire body participates in and reacts

1) idiosyncratic and uniquely a person's own (Vrey 1984:32).

to an emotional experience. Rice (1975:118) explains how the autonomic nervous system carries the messages of the emotions to the internal organs and that through this network of connections feelings can inhibit or increase the rate of respiration or heartbeat, tense a muscle, cause the skin to blush or the person to stutter. The more intense the emotion, and the longer it persists, the greater and longer it affects physical reactions.

Worry and anxiety are closely allied to fear, but they may arise from imagined unpleasant situations rather than from real causes. Vrey (1984:70) mentions that a child's anxiety derives from a subjective problem he cannot solve, e.g. real or imagined inability to perform a task. The mind imagines what might happen and then some worry is directed to a specific person, thing, or situation.

Van der Westhuizen (1979:128) believes that an average level of anxiety is necessary for good scholastic achievement, but when the level of anxiety drops too low or rises too high it is concomitant with poorer scholastic achievement. A very low level of anxiety often impairs ability to learn, since the pupil is too calm and easy-going and is not sufficiently concerned about his performance.

Some adolescents are more resistant to worry than others. This can be because of constitutional and hereditary factors as well as an environment in which they never had to worry too much about anything as they were growing up.

Some pupils develop defence mechanisms to deal with their handicap. Hurlock (Van Rensburg 1991:72) cites the following typical forms of adolescent behaviour that could be symptomatic of affective disorders:

1. nervous habits such as nail-biting, fiddling with the nose or playing with strands of hair;
2. irritability, quarrelsomeness, moodiness and insomnia;
3. emotional outbursts, quite disproportionate to the provocation;
4. fits of anger in response to teasing, sarcasm, domineering treatment, or the adolescent will avoid people and resort to regression, aggression or total withdrawal;
5. repression of disagreeable or socially unacceptable emotions often causes gloom and depression.

2.4.2 Affect in relationships

Vrey (1984:22) discusses the role of emotions in human behaviour by saying that interaction between an individual and another, or others, manifests itself in attraction or repulsion, acceptance or rejection. This interaction between individuals consists of an affective component which refers to the emotive experience and a cognitive component. Each relationship is evaluated affectively and if the emotive experience is negative it can develop into a feeling of rejection or repulsion. An adolescent with developmental problems often finds it difficult to evaluate his

emotive experiences effectively and realistically and this in turn can influence the proper growth of his self-concept.

Van Rensburg (1991:71) substantiates this when he mentions that in the educative situation the adolescent should be permitted to acknowledge and attribute meaning to persistent emotional experiences. He should acquire a willingness to communicate about such emotions and to this end he needs access to approachable people. This function could be filled by approachable and sympathetic teachers, especially language teachers, by encouraging spontaneous participation in class activities such as oral dialogue.

As the child grows he loses some of his fears of material things and natural phenomena but develops other fears such as the fear of failure, or fear of particular social situations, persons, or groups. Adolescents become more concerned with the effect they have on others, with what others think of them, and of being disliked or rejected by others. Being ignored by a group, or being put on the spot in front of a class is a terrifying experience for some adolescents (Rice 1975:123). This could lead to what Bee (1981:453) refers to as Anxiety-Withdrawal Syndrome where the basic patterns of behaviour problems include behaviours such as shyness, fearfulness, depression, and withdrawal from relationships. The pupil soon learns which speech situations cause him the most trouble, and these he begins to dread and to avoid whenever possible.

Rice (1975:127) states that some adolescents are reared in conditions just the opposite. They learned early that they could not depend upon their parents to supply their basic needs for food, protection from harm, or physical comfort. Under these circumstances an adolescent grows up in an almost constant state of tension and anxiety. Worry has become a way of life, so much so that he overreacts to everyday frustrations or happenings and is anxious about everything which is going to happen. He doubts himself, other persons, and the outcome of most situations (Rice 1975:128). This continuous anxious state of the pupil could lead to the development of an increasing reluctance to learn or to participate in any class activity. According to Van Rensburg (1991:165) negative experiences in family relations, the peer group, the teacher(s), and the school in its totality, will have a negative effect on the pupil's learning activities. These experiences affect the 'self' in its involvement as a totality. Affective factors can thus have an inhibiting effect on learning. Van der Westhuizen (1979:128) believes that such a child must first be helped to regain his self-confidence, in other words, attention must be given to his affective life.

According to Vrey (1984:62) a great deal of anxiety results when a child does not experience enough security - including emotional security and acceptance. Because the home should provide the growing child with enough security and stability from which he can explore and take risks, anything that threatens the home thus threatens the very foundations of the child's security. Rice

(1975:128) states that, essentially, anxiety has its origin in three environmental causes:

physical deprivation - food, protection;
emotional deprivation - love, approval; and
tension and conflict in the environment.

These 'environmental causes' leading to insecurity and anxiety could be avoided if the home\parents take an interest in the child and show love, concern, and understanding. Van Rensburg (1991:167) states that conflicts between parents and children resulting in feelings of anxiety, are carried over into the school situation and the ensuing excessive anxiety in the learning situation can hamper the child's active participation.

Anderson (1953:93) declares that when things become too difficult, the individual may attempt to solve his problems by simply withdrawing - and thereby refusing even to try, because as long as he refuses to try, he cannot fail. According to Anderson this seems to give him a form of satisfaction, but this could easily lead into a kind of idle dreaming through which he compensates for his unsuccessful real life by indulging in a fantasy world. Anderson regards this type of passive withdrawal as often being more problematic than its opposite, viz. aggressiveness.

Another defence mechanism is regression. The individual believes that one way of meeting a problem is to regress to an earlier period of life when the problem did not exist or was not considered

to be a problem. If this problem is not cured it may become a habitual mode of response in adulthood.

2.4.3 Affect and oral communication

Vrey (1984:266) clearly states that affective factors cannot be divorced from cognitive factors; nor can they be isolated from other personal functions. Because of this it is so vital to ensure the proper affective development of the child as it could influence the closely inter-related cognitive and other aspects of development and becoming adult. Anderson (1953:69) declares that since voice and speech provide the medium through which personality finds its most potent and intimate expression and by which the individual's adjustment to his social environment is effected for the most part, it is only logical to expect that any malfunctioning of the personality or any warped attitudes towards the social environment will be reflected in the individual's oral communication.

Regardless of the causal relation that may exist between speech and inadequate affective development, the two seem to be so closely related that the one seems to reinforce and perpetuate the other. Therefore, if any permanent progress is to be made with a speech-improvement program, all related poor attitudes, social inadequacies, and unacceptable behaviour patterns must be dealt with simultaneously (Anderson 1953:79). In these cases the role of the teacher is vital because he must identify such pupils and improve their self-confidence by applying a kind of assistance.

Anderson (1953:69) expresses the point that many types of emotional problems, such as anxiety states, fears, and pronounced feelings of embarrassment or self-consciousness, are accompanied by a marked increase in the general muscular tonicity of the body. Individuals with these problems are tense and fidgety and find it difficult to relax. This tenseness is sometimes also reflected in vocal pitch and quality, giving the voice a higher pitch and a tight, strained quality. This could result in such a pupil suffering from a mild form of stage-fright while presenting an oral for evaluation purposes, and thereby achieving poor marks.

He may worry about an examination or about having to give a speech in front of the class (Rice 1975:123). Oral communication, as stressed by Dobie (1976:29), involves awareness of and responsiveness to the reactions of others. If the educand experiences the reactions of others as negative it could influence his future involvement and participation in oral communication and lead to anxiety when similar situations arise. Dobie (1976:263) mentions that effective communication is more likely to occur when the communicator is in a relaxed frame of mind, and thus free from any undue stress and anxiety. The evaluator of the pupil's oral presentation should thus see to it that the classroom situation and atmosphere is such that the oral presentation will be as stress-free as possible for the pupil concerned.

Just what recognisable signs could we expect to find associated with speech inabilities causally related to affective and personality maladjustment? According to Anderson (1953:73) the

first is the absence of any other likely cause, e.g. physical or cognitive disability. Then, as expressed by Anderson, one of the surest indications of psychological complications in oral communication is the degree to which it varies in severity in relation to the social environment. A child might experience anxiety when faced with the "pressure" of an oral evaluation, yet performs with ease under conditions which lack formal evaluation. Such a pupil's oral presentation is often poorly prepared, uninteresting and dull.

Thus we see that emotional factors play some part in relation to oral communication when we find that the speech inability grows noticeably worse in situations that place a premium upon effective speaking, and improves in other situations where social and examination pressure is largely absent.

Every well-adjusted individual needs some medium or avenue of self expression. The individual lacking such outlets becomes shut-in and introverted or frustrated and inhibited. According to Anderson (1953:100) speech experiences offer the child a direct and simple outlet for this natural urge to express his thoughts, feelings and personality. Any hindrance or inability to express himself fluently and with ease, especially during oral evaluations while performing in front of an audience and an evaluator, could result in the child experiencing the situation as unpleasant. This could lead to tension, feelings of insecurity, fears, regressive tendencies, unusual strivings for attention, or withdrawal. These negative feelings about verbal communication with people could

bring about increased anxiety and thus result in an increase in the oral inability of the child, and thereby hampering his successful maturation and progress towards adulthood.

2.5 SOCIAL DEVELOPMENT

2.5.1 Aspects of adolescent social development

Lambert et al (1972:255) regards the acquisition of self-esteem and status in the community as one of the most important, and perhaps one of the most difficult developmental tasks of the adolescent period. He mentions that one aspect of social development is the individual's achievement of responsibility. The adolescent, to be accepted by society, must develop into a responsible member by adopting and accepting the necessary norms and values as expected by the community in which he finds himself. As the adolescent's socialization takes place in a specific environment, the environment will have an influence on his overall social development because his speech and the development of his thought processes will be coloured by his environment.

Meaningful social and psychological growth cannot occur unless the adolescent is also able to master successfully a number of critically important, interrelated developmental tasks (Mussen et al 1956:556). The adolescent must gradually achieve independence from his family; adjust to his sexual maturation; establish co-

operative and working relations with his peers and decide on and prepare for a meaningful vocation.

Should the adolescent be unsuccessful in any of these tasks it could hamper his overall becoming adult. If the socio-sexual interactions are experienced as negative by the adolescent it could lead to emotional problems such as shyness and the development of a poorer self-concept. Mussen et al (1956:574) states that the adolescent who has not learned how to get along with others of his own sex and to establish satisfactory heterosexual relationships by the time he reaches adulthood faces serious obstacles.

The forming of relations with peers, parents and ideals are vital for self-actualisation (Vrey 1984:169). The most meaningful friendships arise where the parties meet as equals, and feel free to share the most intimate secrets. Vrey (1984:170) also states that in every peer group there are adolescents who are generally popular and others who are generally rejected and that popular adolescents are cheerful, active and participate readily in all sorts of activities while poorly accepted adolescents are often moody, sad, anxious and insecure. Acceptance is vital to the adolescent because, as Mussen et al (1956:580) declares, few adolescents are unaffected by social neglect or rejection.

Because of the strong desire for acceptance, the adolescent is willing to conform in order to be accepted by the group. The adolescent who does not conform is usually isolated and often experiences rejection and loneliness. Such adolescents sometimes

revert to emotionally unstable behaviour such as petty aggressiveness, sarcasm or total withdrawal.

Vrey (1984:180) states that if the adolescent succeeds in being accepted it contributes to a positive self-image. Unfortunately cause and effect are so closely interwoven that an adolescent who is not accepted by his peers will display deviant behaviour, such as aggression or withdrawal, which usually only serves to alienate him further from his peers. Wilkerson (1982:133) substantiates this by stating that low participation in school activities, and behavioral difficulties were significantly related to alienation, and that the more alienated the pupil feels the more anxious he will be and the less self-esteem he will possess. It has also been suggested by Propper (Wilkerson 1982:133) that underachievement is related to alienation.

2.5.2 The role of society during adolescence

All 'significant others', viz. family, peers and the school, share a responsibility in assisting the adolescent in forming and developing his social personality. The school must therefore identify and assist the child to adjust better socially should he be experiencing socialization problems. Anderson (1953:97) regards the school as having a tremendous advantage over the home in this respect, because the school is able to provide many opportunities for the child to be a self-respecting and co-operative member of a group. Here he can develop his social skills reasonably free from excessive anxiety under a degree of control and guidance by a

sympathetic teacher who, with the necessary wisdom, could steer the child who needs socialization into the activities which could assist his social development. Hayes (1982:160) states that social interaction can be a stimulant to adolescent development. If the adolescent experiences his relationships with his peers, parents and teachers as positive and conflict-free it will give him the necessary self-confidence and security required to explore and take risks without undue fear or anxiety. This will lead to the adolescent being able to build a stable and positive social image which in turn will boost his ego and self-concept.

For the educator this means placing adolescents in social settings which provide opportunities to share one's ideas, not only with others, but with oneself. Many forms of speech activity involve group participation and interpersonal communication, and thus provide opportunity for the child to work with others, become interested in others and to develop self-confidence and leadership. Most adolescents, still judging their own worth to a considerable extent in terms of other's reaction to them, are dependent on the approval and acclaim of prestigious peers (Mussen et al 1956:580). Unfortunately, the unpopular adolescent is likely to be caught in a vicious cycle, because his experience of the group could be interpreted as negative, or merely indifferent, even if it is not so.

2.5.3 Speech and social development

Dobie (1976:304) states that there is a close relationship between speech and socialization, and he stresses the importance of speech in human interactions. Because of the centrality of speech to the learning process and to normal social intercourse, it seems clear that pupils should be educated in the effective use of speech. The language class should play a vital role because oral presentations offer the pupil the opportunity to perform, and could thereby improve the pupil's oracy and willingness to participate in other activities should the experience be positive. However, the adolescent who is incapable of effective speech is at a disadvantage when it comes to any form of social interaction, because social interaction is largely a language activity and relies heavily on speaking capability. The adolescent's oral and speech inability could thus have a profound influence on his social development and this in turn could lead to withdrawal from active and spontaneous interaction, and hamper the formation of interpersonal relationships.

2.6 SELF-CONCEPT DEVELOPMENT

2.6.1 Development of a stable self-identity

Busse et al (1975:61) states that one of the most important developmental tasks confronting a young person is the achievement of his own identity. According to Van Rensburg (1991:53) the child discards his childish egocentrism as he develops mentally and

spiritually, particularly through interaction with friends, and begins to view himself critically. The becoming child has to participate actively in the formation of relationships because, as stressed by Vrey (1984:14), action implies the formation of identity and identity implies action. Thus concrete activity helps to mould identity, but the actual establishment of a person's self-identity in all its aspects rests mainly on concrete personal action involving the attribution of meaning, involvement in and the experience of the action.

Smith (1985:18-19) mentions that the actions of a person in the process of establishing his self-identity awakens a reaction from significant others, and he then becomes aware of the others' behaviour and attitude towards himself. He also becomes aware of how others evaluate and view him, and this perception of himself through the eyes of others becomes vitally important to his self-evaluation. Miller and Silverman (1987:225) state that it takes great courage to risk being laughed at and rejected by one's peer group, yet it is essential that the adolescent take an active part in his identity formation even if some of the experiences are negative.

By repeated observation and interpretation of the reaction and attitude of significant others towards his actions and behaviour he will reach a point where he will anticipate their reactions. Thus even before he acts he will know what reaction to expect and how others will evaluate him. This self-evaluation over a period of time will lead to the formation of his self-concept. Should the

adolescent experience the reaction of significant others, such as his class group, as negative during an activity such as e.g. an oral presentation, it could lead to his future avoidance of such as well as similar situations. This inability to act successfully could lead to an experience of failure and avoidance of future similar situations.

Rice (1975:250) mentions that the identity crisis which the adolescent faces is often made more difficult if the parents are experiencing a parallel crisis at the same time. While the adolescent strives to come to terms with his newly developed sexuality the parent begins to fear his. This can lead to tension, conflict and anxiety which subsides if parents are willing to change their relationships with their children from a parent-dependent child orientation to an adult-growing adult relationship. According to Vrey (1984:177) effective adolescent/parent relations are the most potent factor in the adolescent's growth to independence. Mussen et al (1953:638) confirms this as follows:

"The ease with which a strong and stable sense of ego identity and a relatively conflict-free sex-role adjustment is achieved in adolescence will depend to an important degree on the nature of previous parent/child relationships".

During adolescence the child experiences increased social interaction which results in constant evaluation of the self-identity (Van Rensburg 1991:54). Smith (1985:20) substantiates this by stating that when a child evaluates his actions and self-identity these evaluations cannot be static because the developing child's identity changes continuously.

The successful pursuit of an identity is vital for the adolescent's adequate becoming. Van Rensburg (1991:54) refers to the fact that many adolescents become increasingly confused about themselves, in what directions actualisation lies and what their true abilities are. This inner conflict so often found during adolescence is frequently referred to as an identity crisis. If the identity crisis is overcome successfully it will, according to Smith (1985:30), enable the adolescent to make successful decisions at social levels because of the feedback and evaluation experienced from his environment. However, if the adolescent's identity formation is unsuccessful then he will experience a prolonged period of identity diffusion. This in turn could lead to identity confusion and feelings of instability and anxiety.

Smith (1985:148) states that poor communication ability is one reason for identity diffusion during adolescence, and this could eventually lead to the formation of a negative self-concept. Such adolescents could be helped to overcome this problem with the appropriate educational assistance and guidance by especially language teachers, because, as stated by Anderson (1953:99), speech activities provide an excellent medium through which an objective attitude towards the self can be taught and fostered.

Mussen et al (1956:601) states that any developmental influences which contribute to a confident perception of oneself as separate and distinct from others, as reasonably self-consistent and integrated, and as having a continuity of the self over time, contribute to an overall sense of ego identity. By the same token,

influences which impair any of these self-perceptions foster ego identity diffusion. Thus if the child experiences excess anxiety and worry it could hinder the formation and clarification of his own identity.

According to Busse (1975:47) children having a low self-esteem are likely to have high anxiety, do poorly in school, be unpopular, and take a passive role in group discussions. Another characteristic of children having a low self-esteem, is a tendency to be withdrawn and preoccupied with inner problems.

2.6.2 The development of a realistic self-concept

According to Vrey (1984:45) one of the characteristics of the becoming adult of the educand is the formation of a self-identity and self-concept which is a life-long task. A poor self-concept can hinder this progress and thus hamper development necessary to reach adulthood. Rice (1975:140) defines the self-concept as a conscious, cognitive perception and evaluation by an individual of his self; it is his thoughts and opinions about himself. Because the medium through which a person's symbolic thoughts are conveyed is language, his language ability could play a vital role in his self-concept development. Smith (1985:153) states that people with a positive self-concept communicate with self-confidence in the knowledge that they are accepted and listened to. Similarly, knowledge of acceptance by significant others can reinforce a positive self-concept. Smith then also states that it seems that the self-concept and communication ability influence each other

mutually. Educators therefore have the vital task of ensuring that pupils are taught proper linguistic abilities as this enhances communication competence in pupils, and thereby also influence self-concept development.

Vrey (1984:268) refers to the self-concept as a complex and dynamic system of beliefs which an individual holds true about himself. Each belief is linked to a corresponding value. Ruth Stang, of Columbia University, outlines four basic dimensions of the self (Rice 1975:140). First, there is the overall, basic self-concept, which is the adolescent's view of his personality and his "perceptions of his abilities in the outer world". Second, there is the individual's temporary, or transitory self-concept. The idea of self is influenced by the mood of the moment. Third, there is the adolescent's social self, the self that he thinks others see, which in turn influences how he sees himself. Fourth, there is the ideal self, the kind of person the adolescent would like to be. If his ideal self is too low, it impedes accomplishment.

Vrey (1984:47) also states that a self-concept comprises three mutually dependent components: identity, action and self esteem. The child aspires to an identity that will be accepted and esteemed by himself and by others. This implies that the identity or image will be evaluated against subjective standards formed in relations with other people. This evaluated self-image becomes the self-concept (Vrey 1984:47) and is the focal point of relationships in the life-world. As the child becomes capable of doing more things his self-concepts are changed and extended, because as stated by

Smith (1985:19-20), the child's own subjective standards are continually adjusted due to new demands and requirements, as well as the discovery of new possibilities over a period of time. As a child has different self-concepts in different situations, his general self-concept can therefore show positive and negative dimensions depending on the specific situation or circumstances. A child can therefore portray a negative self-concept during eg. oral evaluation situations because of feelings of anxiety, caused by previous negative experiences during such situations. However, the same child could characterize a positive self-concept in another class situation such as the traditional way of measuring his language achievements where he feels more at ease and believes that he can experience success.

Bee (1981:373) mentions that the child whose parents, peers, teachers, and other significant people consistently emphasize his positive qualities is thus more likely to have high self-esteem while the child whose weaknesses are emphasized will incorporate these negative impressions into his view of himself and this could seriously affect the development of a positive self-concept. Thus the experience of negative feedback from significant others has a direct influence on his self-concept. The child's social interactions are hampered and further rejection by and isolation from the group becomes possible. It is vital for the child that his social interactions succeed. Smith (1985:148) states:

"... a person's whole personality, identity and self-concept is mainly formed by the effect of interpersonal interaction and communication".

Vrey (1984:270) also states that once a negative self-concept has been formed, even successful efforts with regard to certain terrains of adjustment may possibly not be experienced as success.

Having built a concept of self, the adolescent must deal with the esteem with which he views himself. According to Rice (1975:142) self-esteem is the "survival of the soul" the ingredient which gives dignity to human existence. It grows out of human interaction in which the self is considered important to someone. Rice (1975:142) also states that the individual whose self-esteem has never sufficiently been established manifests a number of symptoms of emotional ill health and may even experience a number of behavioral problems such as hand trembling, nervousness, nailbiting, etc.

As the child experiences success, a sense of confidence and efficiency is born. The sense of adequacy motivates the child to explore and to take risks. The experience of adequacy heightens self-esteem and self-acceptance and helps him to establish a positive self-concept. The self-concept is enhanced by every intentional assignment of meaning and every achievement of the person. An activity such as appropriate language usage during oral evaluation could therefore enhance the child's feeling of adequacy and self-concept if the presentation was well received by the peers and evaluator and thus experienced as successful.

Adequacy is experienced when the child gets high marks and is being praised and applauded by others (Vrey 1984:61). The negative

attitude of an educator may, however, lead the adolescent to interpret his attempts as failures and this destroys self-esteem and could have a negative influence on the development of a positive self-concept. It is vital that pupils are given tasks which they are capable of doing so that they can achieve a certain amount of success which leads to greater self-confidence and thus eases social interaction. On the other hand, the experience of academic failure and humiliation in class situations can lead to feelings of inferiority, fear, aggression and isolation.

The secondary school child, who is embarking on new levels of self-realisation, needs a new base also. He will risk domestic peace and quiet for the sake of acceptance from his peer group. Smith (1985:45) states that the adolescent who can rely on parental support experiences greater freedom to take risks, to explore and to test his abilities, without the stress and fear of being rejected, and this leads to positive self-concept development. Unfortunately if the child is not accepted by the people and groups he values, he becomes so engrossed in self-defence that he finds it difficult to develop an adequate self. According to Van Rensburg (1991:56) this adequate self as part of the self-concept refers to the direction(s) in which a person attempts to extend the self-concept. Therefore a large number of activities, and participation in such activities, are important to individuals who use them as means to become what they would like to be. Activities such as reading, writing, oral presentations, sport and social activities may seem important if they appear to present opportunities of expressing the self-identity and moreover wipe out differences

between what the person is and what he would like to be. When, as stated by Van Rensburg (1991:56), success is achieved in these directions, the result is self-confidence and consequently the self-esteem and the self-concept are reinforced and enhanced.

Between the child's perceived-self (how he sees himself) and his adequate self (how he would like to be) there is often a breach. Smith (1985:20) states that it is this breach which motivates the child to act or behave in a certain manner in order to erase the difference between the perceived-self and the adequate self. A child who perceives himself as somebody who cannot achieve will experience a large rift if the division between his self perception and adequate self is too great. Such a child could become frustrated and despondent, and then revert to the use of defence measures in order to avoid the experience of negative feelings.

A self-defence tactic acquired by adolescents with low self-esteem is to develop a false front or facade. The anxiety in a situation that one will make a false step and let the guard or facade slip, creates considerable uneasiness (Rice 1975:142). Vrey (1984:196) states that the youth with a weaker self-concept cannot forget himself and feels threatened in his studies and relations with teachers and peers. To such a youth self-protection is paramount and often takes the form of withdrawal and isolation. Such a youth may imagine that others discriminate against him and this results in withdrawal, despondency, loneliness and anxiety. The adolescent with low self-esteem is overly vulnerable to criticism, rejection, and to any evidence in his daily life which testifies to his

inadequacy, incompetence, or worthlessness. These adolescents, according to Rice (1975:143), feel awkward and uneasy in social situations and avoid embarrassment whenever they can. Few classroom situations could be more embarrassing and humiliating to an adolescent than making a fool of himself in front of his peers. Unfortunately the oral evaluation situation could so often be the source of such an experience. If these sensitive situations are not dealt with successfully it could have a detrimental influence on the child's concept of himself. The results of a poor self-concept are that the individual is more often rejected by people and that his social adjustment is poor.

Rice (1975:148) states that although the self-concept actually stabilizes gradually and is fairly steady during adolescence, youths are extremely sensitive to the evaluations and opinions of others. The adolescent's self-concept and self-esteem is important to his mental health, to his interpersonal competence in social relationships, and to his progress in school. It affects his vocational aspirations and success and determines whether or not he will become a socialized member of society. Rice (1975:149) concludes by stating that in fact it affects everything he does.

Even during competitive evaluations and competition amongst pupils when their proficiency in speaking to other people is tested, feelings of anxiety and inferiority could be aroused. Some of these pupils might feel that with no attempt there can be little or no humiliation. Oral evaluations, where the pupil has to perform in front of an audience, can be particularly stressful because of

the immediate positive or negative feedback which the pupil experiences from his peers. Therefore success which is experienced during oral evaluation situations could play a vital role in the self-concept development of the child as well as his becoming adult.

2.7 CONCLUSION

As the child matures he becomes increasingly responsible for his own significance attribution and this should lead to an increase in forming relationships and constituting a meaningful life-world.

According to Vrey (1984:37) successful adjustment depends largely on the child himself - his involvement in the task of living and becoming and whether his potential is actualised or not. The adolescent wants to reach adulthood and this implies that he is involved in every task of becoming. However, if he is involved in a task, i.e. oral evaluation, and experiences it as stressful, it could hinder his progress and lead to withdrawal from such situations. Where the behaviour includes personal involvement, such as delivering an oral, the experiences will have some or other quality which will endow the relationship that is formed with a connotative dimension. Thus the experience of certain feelings has a necessary function in the whole process of significance attribution to situations in the school life of the child (Vrey 1984:44). The individual who has experienced failure during the evaluation of oral work and associates negative feelings with these situations could experience anxiety during later similar

situations. This in turn can affect the adolescent's self-concept and influence his behaviour in social settings.

Because language ability plays such a vital role in interpersonal relationships, socialization, cognitive development, affective development and self-concept formation, it stands to reason that the development of a child's linguistic competence and the ability to use it among people needs special attention as it influences his whole process towards achieving successful adulthood.

CHAPTER 3

ORAL EVALUATION IN LANGUAGE

3.1 INTRODUCTION

The becoming adult of the adolescent depends largely on social interaction and relationship formation, whereas communication is used as an instrument to establish proper relationships. The communication ability of the adolescent should therefore be seen as most important to establish meaningful relationships. The school plays an important role in the development of language proficiency and has to ensure that the educand is able to cope successfully in an ever more demanding society.

Dobie (1976:3) states that speech communication has recently emerged as one of the specialised aspects in education and that its importance is recognised today by businessmen, professionals, commentators and others whose everyday lives involve them in constant association with other people.

University departments of speech and communication help to provide background training for many occupational groups, and some large business organisations have founded their own communication departments. Waddell (1987:21) substantiates this point by reporting that many of the activities that go on in modern society are profoundly influenced by the way that oral language is used in the process of public decision-making, of buying and selling, of

disseminating news and information, and of entertaining public audiences.

Waddell (1987:17) expresses the importance of oral communication as follows:

"Talking is an essential way of exploring ideas, researching problems, negotiating relationships, understandings and agreements and reaching decisions among groups of people."

The same author also mentions that it is important for pupils to get regular experience in using talk so that they develop a sense of themselves and of others and so that they develop the ability to discuss issues that are important to them with confidence and sensitivity. Such oral communication experience could be gained during oral lessons if given the required opportunities, support and, if necessary, the proper guidance.

A problem, however, emerges because of the need to allocate marks or grades to something as subjective as 'talking'. Although today most educationists agree to the inclusion of the oral component in the language syllabus, the evaluation thereof remains complex. They realise that shy and introverted children have a disadvantage during oral situations if compared to children with an extraverted personality. It also stands to reason that a child's general background, his emotional state, personality and attitude towards the school influences his language usage in oral situations, especially during oral evaluation.

3.2 THE ORAL COMPONENT IN THE LANGUAGE SYLLABUS

3.2.1 The South African situation

Dobie (1976:7) states that South African educational authorities seem to be on the threshold of re-discovering the importance of spoken communication at all levels. This writer refers to the 1986 English second language syllabus of the Cape Education Department where the communicative approach is stressed and the importance of being able to communicate correctly with ease is emphasised. The English grammar textbook "English made Easy" by Barnes (1987:1), which is used in many schools in the Cape Province, has been revised and stresses this approach by expressing the following aims:

- (1) To teach pupils to understand the spoken and the written word;
- (2) to pronounce, spell, and punctuate correctly;
- (3) to speak and write more clearly, cogently and confidently; and
- (4) by extending their vocabulary, to express themselves with greater facility.

It is interesting to note that the first point of each aim is directly linked to spoken or oral communication.

Unfortunately there is a lack of knowledge or understanding among many teachers and even Superintendents of Education as to the kind

of activities and evaluation methods which speech education includes.

The language situation in South Africa is extremely complex because there are (at this stage) two compulsory official languages at school level, viz. English and Afrikaans. Bruckmann (1985:138) believes that the present system of English teaching in South Africa is not meeting the needs of our society. The same writer also points out that the aim of secondary school English teaching which placed the emphasis on literature study as the gate-way to the world of ideas and culture, comes from the early twentieth century education philosophy in England, and as such is unsuitable in the South African context. Dobie (1976:28) states that studying the literature of a language does not necessarily preserve the spoken word, so practise in, and official provision for, spoken language education is necessary.

According to Bruckmann (1985:139) at least 80% of secondary school pupils in South Africa come from homes where standard English is either non-existent or a second language or second dialect. Although the pupil's home language could adequately fulfil his needs it is important that a prevalent language exists to ease communication in the larger life-world. Pienaar (1989:53) states that whether we like it or not English is the lingua franca in Southern Africa in this penultimate decade of the twentieth century, and as more and more individuals and communities adopt it (such as the Indian community in South Africa) the English language must continue to gain strength.

There is a great need for spoken communication between the various cultural groups and this also emphasizes the need for proper oral education because of the assumption that proficiency in speech may lead to greater understanding, contact and interaction. The need for effective interpersonal communication also becomes apparent if we consider the increasing urbanisation which is taking place in South Africa as the people stream to the large cities and thus mingle with different cultural groups.

We must accept the reality that English is not the home language of most of those who need to use it in the developed sector, such as trade and industry, of our society. We must also accept the fact that English will be the language of work and learning for the bulk of the population and, as stated by Bruckmann (1985:143), this means that education authorities in South Africa cannot afford to treat it as a purely cultural subject at school.

3.2.2 Aims of oral work in the Cape Department of Education

The latest syllabus for English first language (Higher Grade) of the Cape Department of Education came into operation in 1986. The section on spoken English specifies the goals of oral communication as follows:

- (1) Pupils should speak fluently, distinctly and with ease and enjoyment, acquiring poise and confidence in communicating.

- (2) They must receive constructive advice on aspects such as articulation, breathing, posture, voice-projection and pitch.
- (3) Their ability to think independently and speak logically, and to convey to others their observations, feelings and thoughts in an orderly, convincing and coherent manner should be developed.
- (4) Pupils should be brought to realise that differences exist between speech and writing, and explore these differences.
- (5) They must show understanding of the meaning, feeling and tone of a passage in reading it to an audience.
- (6) Their ability to listen attentively, sensitively and critically should receive attention.
- (7) Their experience of oral activities has to be integrated with other kinds of communication.
- (8) They should realise that some ways of speaking are more acceptable and appropriate than others according to circumstances.

In the elucidation of the syllabus it is stressed that the teaching of any aspect of the English syllabus must "be adapted to the needs of the pupils and based on contexts of a readability and maturity level appropriate to the standard concerned". This often becomes difficult as teachers of English are continually made aware of the approaching "external examination", and therefore have to often push the pupils beyond their "needs and maturity level". This

could result in pupils developing a negative attitude towards English. It is stated in the elucidation that the underlying assumption of the syllabus is that the receptive skills (listening and reading) and the expressive skills (talking and writing) cannot be acquired in isolation but need to be developed in an integrated process involving pupils' experiences and needs in and beyond school. The general aim should be to "promote pupils' intellectual, emotional, social and cultural development through developing their competence in using the language and through enriching their experience and enjoyment of the language, as well as their understanding of more advanced concepts in literature and language study".

The importance of the teacher's own speech is mentioned as having an important influence in developing pupils' competence in spoken English. The teacher's example as a listener who responds with sincere interest to the speaker is equally important.

The syllabus gives recognition to the indispensable aspect of oral education for the total personality development of the child when it mentions the following:

"Proficiency in oral communication, while in part dependent on specific abilities, is an important aspect of total personality development and social competence".

According to Waddell (1987:21) caring teachers will try to develop and assess classroom talk with a main aim of helping all pupils to broaden the range of language registers that they can understand and use as keys to participate in all the activities of life.

3.2.3 Allocation of marks

During the evaluation of achievements in language, oral communication for English First Language Higher Grade accounts for 50 of the total of 400 marks in the senior secondary phase. It is also required from the school to produce a merit order of assessment for the standard 10 pupils which is subject to moderation by a Superintendent of Education. The 50 marks for oral work is no longer sub-divided into reading, comprehension and speaking, as was the case in the previous syllabus.

The syllabus as printed is very broad and thus provides a great amount of freedom for teachers to decide what they would like to include or exclude in their assessment of spoken language. However, the previous lack of proper training in valid evaluation methods of oral communication, and the vague guidelines provided by the syllabus, can lead teachers to regard this section of the syllabus as a significant problem. Dobie (1976:137) points out that lack of firm direction could well result in a misuse of time and energy, particularly by teachers untrained in speech work.

As far as the evaluation of oral communication is concerned the syllabus merely mentions that the "method of assessment is of great importance", and that it should not "be a test of elocution". Further it states that assessment of oral work should be "continuous and school-based", and the pupils be assessed "will depend on the individuals concerned".

The syllabus thus acknowledges the important aspect of individuality of pupils and allows for the consideration of personality differences. Unfortunately this is easier to state in theory than to apply in practical work and many "subjective" endeavours should be expected.

3.2.4 The communicative approach in language tuition

Bruckmann (1985:140) refers to the following problem as stated by the De Lange Work Committee on languages and language instruction:

"Entrants (to universities) have managed to matriculate when they are unable to communicate in their own language."

Bruckmann also mentions that this problem, viz. not being able to communicate appropriately, has also been identified in matriculants seeking employment.

Proper oral communication is a skill which is capable of being learned and it is the task of the language teacher to ensure that pupils benefit from oral lessons and learn the art of effective communication. Louw (1973:69) points out that English teachers should set aside periods to teach the art of good communication for the real situations in life. She also believes that we tend to place too much stress on the academic presentation of our language and to create classroom situations which will not equip our pupils to cope in the business world. In an article entitled 'Speech and elocution' Taylor (1989:63) states that English speech in South Africa today is at a low level, and mentions that children of all races should learn to speak audibly and with meaning and expression.

It is often assumed that pupils entering the secondary school have an adequate knowledge of functional English, which will be constantly re-inforced at school and in society. Because of this assumption the role of the senior secondary English course, according to Bruckmann (1985:138), is seen primarily to introduce the pupil to the English literary heritage and through this to the world of ideas. English teachers of matriculants often spend as much as 70% of their class time wallowing through the prescribed literature, much of which is not that relevant to the real world of the pupils. The above mentioned writer also states that for South Africa an examination of current needs suggests that the aim of English-language teaching should be to enable pupils to communicate competitively in English in a techno-commercial society. For a pupil to be able to recite poetry or quote Shakespeare may be regarded as a skill, or as Burnett (1989:59) so aptly states, "to rap in Rastafarian may be a liberating skill, but it is not one many employers want to hire". Thus it seems that a communicative approach emphasizing all language functions is more appropriate for current educational and societal needs because it would better prepare pupils for participation in an industrial society.

3.3 ORAL EVALUATION

3.3.1 The subjectivity of oral evaluation

According to Shohamy, Reves and Bejarano (1986:212) oral performance in communicative situations is one of the most

difficult skills to assess, the reason being low rater-reliability and low content\construct-validity. Dobie (1976:208) mentions that certain attributes of a pupil's oral presentation might influence the teacher's assessment, and he lists the following:

- (1) neatness of dress;
- (2) hairstyle;
- (3) pupil's reputation;
- (4) pupil's standard of written work;
- (5) pronunciation;
- (6) eye contact\ease of gesture;
- (7) pupil's tone\attitude towards teacher; and
- (8) confidence.

It seems clear that eye contact, confidence and ease of gesture are important factors in the assessment of pupils' spoken language work, because according to a survey done by Dobie (1976:209), 85.3% of all teachers of English responding to a questionnaire admitted to being influenced by these attributes. A pupil lacking in confidence and who experiences anxiety during such evaluation situations and would therefore not be at ease, could then be hindered in achieving according to his potential.

In a small investigation the researcher (myself) video-taped 3 standard 9 pupils each presenting a prepared oral. Four language teachers (including myself) watched the tape and awarded marks without discussing or comparing results until afterwards. The marks varied considerably, the largest difference being a shocking 6 marks, or 12%. This shows the complexity of evaluating oral

communication. Dobie (1976:309) states that teachers and others concerned with the assessment of speech at school level accept the virtually inevitable subjective element in such assessment, but that this should not be taken as a sign of inevitable weakness.

The above-mentioned writer also mentions that participation in speech activity is viewed as far more important, from an educational and cultural point of view, than the reliability of the testing situation. However, the fact remains that language teachers are called upon to allocate grades and marks, because it is demanded of them. Dobie (1976:337) points out that subjective assessment does not mean opinionated licence on the part of the assessor: rather, it implies the need for considerable thought and judgment by a competent person.

3.3.2 Validity

According to Walker (1983:44), 'validity' in oral work refers to whether a test is actually measuring what it is trying to measure. This implies that the assessor, as well as the pupil being assessed, must be aware of the test objectives and the method of mark allocation.

A problem of validity arises if we realise that oral assessment is and remains extremely subjective and that each pupil is a unique individual with his own unique personality. Just how fair is it to award marks, using the same 'objective' mark scheme for all candidates? The important question also remains to be answered

viz. whether a pupil's ability of using language in an oral situation, is measured and evaluated in a valid way, in the current educational system?

In my experience no English teacher in the secondary school has actually been taught how to evaluate oral work. Most teachers merely see oral evaluation as a by-product of the total English syllabus and allocate marks according to a prescribed mark-grid, without ever questioning its validity in the particular situation. If, for example, the pupils are Afrikaans or Portuguese speaking, then surely the amount of marks awarded for pronunciation during English orals should be carefully considered. Unfortunately the Education system is not geared to cope with something as diverse and subjective as evaluating pupils' speaking ability. It also does not consider the complex issue of differing personalities or cultures of pupils.

According to Underhill (1987:106) validation in oral evaluation relies to a great extent on the test designer's intuitive knowledge of the implicit objectives of the syllabus. Kasambira (1987:21) reports that poor planning of oral work by teachers can lead to the misuse of the oral test, as success in measurement with an oral evaluation is proportional to the care that has been exercised in planning it.

3.3.3 Reliability

'Reliability' is a statistical concept and, broadly seen, it is concerned with whether results obtained in a test will be the same for the same pupils on a second occasion under the same conditions. According to Walker (1983:41), in an attempt to overcome the poor reliability of oral evaluation, the contents of certain oral tests were standardised, the examiners trained and co-ordination meetings held, and detailed mark schemes used. This then resulted in the oral tests being more objective and being able to claim higher reliability.

3.3.4 Testing methods

There is much literature available concerning marking procedures and methods of oral assessment. In our school environment, which relies heavily on examinations and grading as a motivation for learning, it is necessary to assess spoken communication because it is such an important skill, and, as stated by Calderbank and Awwad (1988:51), it is highly unlikely that students will devote any serious attention to any untested part of the syllabus. Dobie (1976:24) supports this by stating that it is an inescapable truth that in an examination-orientated world a subject only attains status once it becomes examinable.

Waddell (1987:43) states that the main reason of assessing oral language should be to finding ways of improving the learning

opportunities that we offer our pupils. He also believes that oral assessment can serve at least three functions, viz.

- (1) planning, which could lead to greater language development,
- (2) feedback, so that pupils can get insights into ways to extend the power and effectiveness of their language, and
- (3) reporting, to inform parents on the progress of their children.

The two basic marking methods seem to be

- (1) the use of detailed marking grids where each category to be marked is listed and marked separately, and
- (2) the use of global marking where an impression mark is given.

The detailed mark scheme divides spoken language into areas such as grammar, vocabulary, pronunciation, fluency, content, audience contact, etc., and each area is separately assessed. The suggested marking grid for assessment of oral communication which was devised at the inspectors' conference in 1973 and issued to all the secondary schools falling under the Cape Education Department consisted of the following:

- 1) How the subject was handled - out of 15 marks.
- 2) Language - out of a total of 5 marks.

Here points such as accuracy, vocabulary, phrase and idiom had to be considered.

- 3) Preparation - 5 marks.

Marks were to be awarded for evidence of reading and research, as well as the use of illustrative material and audio-visual aids.

4) Audience contact - 5 marks.

Here teachers had to take into consideration the degree of communication between the speaker and the audience as well as to whether the attention of the audience was aroused and held.

Each of the above 4 points were then to be marked according to a 5 point scale which consisted of the following ratings:

Excellent, Very good, Good, Average and Weak.

These mark schemes attempt to make oral tests more objective and thus enhance reliability. However, Walker (1983:41) regards detailed mark schemes as inappropriate "if we are interested in a person's ability to handle social interaction ... since they do not reflect either the integrative or the communicative nature of speech". In my experience I found that many assessors of oral work allocate an impression mark and then merely sub-divide the marks amongst the various categories. Rigid marking, such as often resorted to when applying detailed mark schemes, omits the human element which is so vital in inter-human communication.

Knight (1987:60) sums up this point as follows: "The humane determination to give the spoken word its due is cruelly compromised by the machinery invented for its assessment".

Global marking is probably closer to how we evaluate a person's ability to communicate in real life. Walker (1983:42) mentions

that "impressions" are exactly what is involved in the evaluation of oral work and that these impressions can be made to stand up quite well to measures of objectivity. Supporters of the theory of the indivisibility of oral ability take into account linguistic factors as well as non-linguistic ones such as perceived intelligence and personality of candidates. Carroll (1982:38) points out that it is essential that we do not "relapse into the all-too-well-known test formats - at present so widely used to satisfy a preoccupation with objectivity". Further, the above-mentioned writer states that everything possible should be done to make the test tasks "purposive, interactive, authentic, unpredictable, human, and in themselves worth while".

Oral assessment should also be continuous, as stressed by the English syllabus in Section 2.2 and by Dobie (1976:338), as this obviously eliminates the problem of pupils being disadvantaged by a single poor performance. However, the superintendent of Education moderates the matriculant's oral mark and has only one single "interview" with the candidate and must thus base his judgment on a single interaction. A possible problem could arise because of the superintendent's lack of knowledge of the pupil's personality and background. If he, for example, expected the pupils to respond to the question "What does your father do?" he could expect straightforward replies from most candidates. Unfortunately a problem could arise if he asks this of a sensitive, scared pupil whose father is unemployed, or has recently been arrested, etc. Furthermore pupils are usually in awe of "the inspector" and could thus experience excess anxiety and appear nervous and withdrawn.

This could then result in poor speech ability during such a particular situation.

Underhill (1987:105) refers to oral testing as a personal encounter between two human beings, designed by humans, administered by humans, taken by humans and marked by humans. He further suggests that it would be a surrender of the assessor's responsibility to allow the evaluation and development of this wholly human activity to be dictated to by what he calls "the statistical sausage-machine". Because oral assessment is such a sensitive and personal issue it requires assiduous consideration of each individual, careful planning by assessors, and sensitivity of assessors to the emotional state of the candidate.

Waddell (1987:41) then also states that in order to develop a valid method of assessing the language development of students it may be useful first to consider the following ideas and try to think of their implications for an approach to the assessment of students' oral language:

- 1) It is natural for language to be various and for people to adapt the form and use of language to the purposes and requirements of particular situations.
- 2) Language should be judged according to its effectiveness and appropriateness in the context where it occurs rather than according to standard rules for correct usage.
- 3) Language is developed through using it for purposes that are personally meaningful to the people talking. The language of students should be assessed according to the extent to which it

achieves the purposes of its speakers and satisfies the needs of the listeners.

- 4) In order to see what a child can do with language it is necessary to observe him or her using language in naturalistic situations.

Hennings (1990:196) believes that children themselves should be involved in the evaluation of oral work, and that fear of failure should be minimized by establishing the proper atmosphere by for example not keeping a marking book open and writing down grades as this will only add uneasiness and enhance anxiety.

According to Dobie (1976:52) assessors of oral language would have to award marks for oral communication qualities or abilities which they felt to be successful or effective qualities. It seems clear that these qualities or abilities cannot be rendered scientifically measurable and thus assessment of spoken language remains for the most part subjective. However, matching oral assessment to a valid rationale of language development is a matter of grave importance facing language educators today.

3.4 RELATIONSHIP BETWEEN ORAL AND WRITTEN EXAMINATIONS

According to Shepherd (1978:261-262) speech is essentially impermanent and relies on immediate reaction, while written language, on the other hand, is time-based and can be polished and amended by deletions and insertions. The implication of this is

that during oral assessment the candidate is unable to "delete" any error, because the assessment is immediate.

Research, however, tends to show that there is a positive correlation in results achieved in the written work and the oral ability of pupils. According to Hennings (1990:13-15) this positive correlation is found between oral facility and reading, oral facility and the ability to express oneself in writing, as well as oral language and thinking. Dobie (1976:210) states that 81% of teachers responding to a questionnaire felt that there was "very often" or "fairly often" a positive relationship between achievements in written and oral work. In my opinion, based on my experience as a teacher of English, I find that there is definitely a marked correlation between the two types of evaluation.

Pupils that achieve well in written examinations can usually be expected to achieve well in oral work. Dobie (1976:210) furthermore mentions the rather disturbing fact that the pupil incapable of doing well in written work may suffer in oral work in that the teacher may not expect a high standard of him.

However, it appears that a positive relationship does exist between achievements in oral and written work, and we can thus expect high oral marks from pupils who score high marks in their written language examinations and vice-versa. If the marks of a pupil in oral and written work do not show this correlation and, for example, if the pupil scores decisively poorer marks in his oral evaluation than in his written work, then there must be a reason

which the language teacher must try to identify and rectify. Such a pupil, if he does not have a physical speech defect, and yet shows signs of speech inability, could be experiencing emotional problems such as excess anxiety during oral situations and underachieve during such situations. The term "underachiever" describes a pupil who appears to possess the ability to achieve considerably higher grades than his present record shows.

3.5 UNDERACHIEVEMENT IN ORAL WORK

3.5.1 Ways of identifying underachievers

Owing to the fact that a pupil's low aptitude for language usage, inappropriate involvement in learning, speech disability, a low self-concept, inadequate motivation, nervousness, etc. could be causes of underachievement, it is essential for the assessor of oral work to consider these restraints in pupils. It could be necessary sometimes to attempt to identify the specific cognitive and non-cognitive factors which could be responsible for unfavourable achievements.

But how can a teacher identify these pupils who underachieve in oral work as a result of one or another restraint? One possible way is to compare the pupil's oral marks with his written examination marks. If the oral marks are decisively lower than the written examination marks then the pupil could be achieving poorly during oral evaluation because of certain restraints.

Another way of identifying underachievers in oral work is by close observation of the behaviour of the pupil being examined during speech evaluation. During such evaluations the communicator cannot easily hide emotions which might be having a possible detrimental influence on his achievements. An emotional problem could be detected by observing the tone of speech and voice, paying special attention to voice pitch levels. Anderson (1953:68) states that speech and voice are very sensitive barometers of personality and emotional functioning, so much so that we are able to tell something of an individual's state of mind from certain characteristics of his voice and speech. Fairbanks and Pronavost (Anderson 1953:69) experimentally discovered that certain types of emotions, such as anger and fear, tended to be accompanied by characteristic pitch levels.

Thus a voice that might be described as weak and thin may be associated with a personality characterised by shyness, fears, or introvertive and withdrawal tendencies. Tremor and breathiness in the voice could suggest a type of emotional instability such as found in a mild form of stage fright.

Anderson (1973:74) points out that the child's behaviour itself is the surest indication of what is going on in the child. The following types of behaviour are commonly associated with pupils experiencing a speech inability: introversion, withdrawal, aggression, observable nervousness, regression, lack of self-confidence, undue sensitivity, unusual strivings for attention, etc.

Dobie (1976:222) states that the very nervous and withdrawn pupil may clearly be at a disadvantage during such situations and that these influences are difficult to measure. According to Dobie teachers may acknowledge the effects of a particularly withdrawn pupil-personality on their assessment, but they may not realise the full extent to which these effects influence assessment.

3.5.2 Anxiety as a cause for inappropriate achievement

Possible causes of excess anxiety experienced during oral evaluation could be any one or a combination of the following:

- 1) the stressful atmosphere of an examination;
- 2) having a low self-concept and lacking confidence;
- 3) the presence of an audience;
- 4) being in the spotlight and fear of embarrassment;
- 5) possession of an introverted and thus shy personality;
- 6) lack of preparation;
- 7) inadequate language ability (for example pupils whose home language is not English);
- 8) and poor language ability (for example pupils from a poor socio-economical environment and/or deficient cultural background).

Oral assessment is an examination situation and therefore an examination atmosphere prevails. For many pupils the examination situation itself creates considerable anxiety. This, according to Underhill (1987:28), can badly affect their performance and will

obviously then have an adverse effect on their achievement during such test situations.

3.5.3 Self-concept and self-confidence as necessary aspects for successful achievement

A pupil with a low self-concept and lacking in confidence stands a greater risk of underachieving in situations in which he is expected to perform in front of an audience. This audience, which usually comprises of the pupil's peer group, is generally extremely critical and unsympathetic. He then has to rely heavily on his ability to cope with his anxiety and nervousness. Such a pupil could experience these situations as so stressful and embarrassing that he would attempt to avoid them whenever possible. This could, however, cause an even greater predicament for the pupil involved because he will then be avoiding the very situations which could give him the necessary opportunities to improve his oral communication ability and build his self-confidence. According to Dobie (1976:54) successful communication depends in large measure on the reactions or responses of the audience, or on the audience's personal response to a speaker on the physical, intellectual and emotional levels of communication.

Dobie (1976:263) noted that effective communication is more likely to occur when the communicator is in a relaxed frame of mind and body, and has the self-confidence which could be derived from thorough preparation.

If we take recognisance of the fact that pupils with a poor self-concept lack self-confidence and tend to be less accepted by their peers, then it seems reasonable to assume that such pupils will have pre-conceived ideas of the type of reaction (usually always negative) that they will receive from the audience. This will in turn increase the stress and anxiety already experienced by them. According to Dobie (1976:264) personal inhibition is the chief obstacle to effective communication.

Assessors, guided by the syllabus which refers to categories such as fluency, ease of speech, self-confidence and audience contact, will obviously be affected by the reaction a pupil receives from the audience and the manner in which the pupil's whole personality is being conveyed during the oral evaluation.

3.6 CONCLUSION

The picture, as far as education in South Africa is concerned, seems a complex one at present with the various Education Departments starting to unite and pupils from different cultural groups being assimilated in many schools. The task of the language teacher has become more complicated because the validity of oral assessment items such as subject content, phraseology and pronunciation might have to be re-considered in order to be as objective and fair as possible during oral evaluation. Perhaps teachers should consider a global method where the total child, which includes his personality and even home environment, be taken into consideration when allocating oral communication marks.

Smith (1985:26) notes that a person will act according to how he sees himself, as induced by his self-concept. The self-concept thus largely determines the behaviour pattern of a person. During oral evaluation situations the communicator has to present himself to an audience and assessor and his total person, personality and behaviour is scrutinised and observed. Under such circumstances a person's self-concept and self-confidence is severely tested.

The important point of this actuality is that a person's self-concept plays a vital role during oral communication if it is to be successful, and regarded as such by the communicator as well as the assessor. Some inadequacies in a person's self-concept could then seriously hamper oral or speech competence. This could in turn further advance the development of a negative self-concept.

Self-actualisation can only occur if the child experiences sufficient success, as this will have a positive influence on his self-concept, thereby enabling him to feel accepted by people important to him. Language teachers should always be aware of the impact that the extremely sensitive oral assessment situation could have on the child and they should handle these situations with great tact and understanding. Any harmful or insensitive criticism or even a comment which is experienced as negative by the communicator could be exceedingly damaging. This could have a negative influence on his self-concept because he could come to regard oral and similar situations as hurtful.

Smith (1985:155) states that teachers must possess the capability and be prepared to become personally involved with pupils having a speech inability in order to assist and guide them, thereby improving these pupils' self-concept and oral communication competency. This is vital because an adequate oral communication ability and a positive self-concept is necessary for the becoming and self-actualisation of the child.

CHAPTER 4

THE ROLE OF PERSONALITY IN ORAL COMMUNICATION

4.1 INTRODUCTION

Underhill (1987:99) comments on the intricate problem of oral assessment as follows: "Length is a single variable, which can be measured precisely with a ruler; oral language ability is more complex, combining a number of different skills and factors, including personality". It seems likely that emotional and environmental factors may function as accessory causes for underachievement in oral work, if not to precipitate oral inability, at least to, as stated by Anderson (1953:71), "complicate and perpetuate it".

Because personality characteristics such as introvertedness, shyness and friendliness contribute to the success or failure of any attempt at social interaction, it is necessary to realise the important influence of these factors during the evaluation of achievements in oral work. Kroukamp (1991:184) also indicates that a pupil's temperament ¹⁾ elicits different behaviours in those with whom they interact.

Rutter (Kroukamp 1991:184) found that children with adverse temperamental characteristics were twice as likely as other

1) See the meaning of this concept on p. 97

children to be the target of adult reproach and criticism. The temperament of a pupil could play a major role during the evaluation of a facet of the syllabus as subjective as oral communication. The subjective nature of oral evaluation seems clear from this discussion.

4.2 THE MEANING OF THE CONCEPT PERSONALITY

Hills (1982:215) comments as follows about the meaning of this concept:

"...most individuals are remarkably consistent over long periods of time in the way they think, experience the environment and behave towards it. These relatively stable ways of responding towards the world are all manifestations of the individual's personality."

Fleming (1964:205) describes personality as a pattern of bodily and mental reactions exhibited by a person in response to a social situation. A person's personality subsumes all that is discernible of disposition, character, temperament, and intelligence as these are seen to function by some other individual.

Kroukamp (1991:34) refers to research reports which indicate that personality related factors are of great value when establishing the elements which contribute to scholastic achievement. Doyer and Owen (Kroukamp 1991:137) explored the relationship between affective factors and scholastic achievement and found that certain personality characteristics (i.e. anxiousness, fearfulness, restlessness) are negatively related to scholastic achievements.

James (1980:246) refers to the phenomena of personality development and Erikson's theory. The Eriksonian developmental stage theory outlines eight stages of man which covers the entire life span of an individual in terms of critical challenges to personality development. Each of the eight stages is identified as a task or challenge whose resolution is achieved by affecting a balance between the polar opposites personality states. The two stages dealing directly with the adolescent are:

- * the school age stage with the crisis being industry vs inferiority, and
- * the adolescent stage with the crisis being identity vs role confusion.

Erikson (Enright and Deist 1979:517) also declares that the individual who has a firm sense of ego identity recognises that he is a particular person within a particular society and realizes a unification of past and present which gives a glimpse of the future. With this unity of personality the individual can then master the environment and meet the expectations and demands of society.

Concurrently with physical growth and maturation we find a differentiation of the dimensions of personality such as the affective, cognitive and conative functions which enable the person to become aware of himself and experience his behaviour (Du Toit and Van der Merwe 1966:399). The person also develops a regularity of behaviour which can be so constant that it becomes his typical behaviour. Du Toit et al (1966:399-400) states that the term

personality can best be used to explain the uniqueness of an individual person, his arbitrary behaviour as well as the uniformity and consistency of his behaviour.

The view of Van Rensburg (1991:57-58) about personality supplements the above-mentioned when he says that a child's personality indicates the specific revelation of the person in various situations. This implies that two persons in the same situation will react differently according to their differing personalities. Personality therefore refers to what is part of the person, characteristic of certain steadfast behavioural traits. Vrey (Van Rensburg 1991:57) indicates that one can try to understand someone's personality by noting the appearance of personality traits. Each child's unique personality should sometimes be evaluated in terms of his personality traits. Any trait obstructing proper development should be perceived and rectified. During oral evaluation these specific and general traits like self-reliance and ability to speak freely will play an important role to determine the standard of achievement.

Vrey (Van Rensburg 1991:58) differentiates between personality traits. A person's self-concept should be seen as the premise or foundation on which the entire personality and behaviour are built. The self-concept forms the core of personality and influences the manifestation of different personality traits. The self-concept should be viewed as a potent determinant of behaviour and personality and forms the major component of personality. The

behaviour of a pupil in oral evaluation situations will therefore be influenced by the quality of his self-concept.

On the other hand it is also true that the personality traits of a pupil such as temperament, social ability and friendliness can easily affect the assessor's attempts to remain objective during oral evaluations. According to Crookes, Pearson, Francis and Carter (1981:109) a child with an extraverted personality is favoured when being tested in social situations, such as oral work. If pupils with these traits experience oral classes favourably their identity will be reinforced and success in oral work will contribute to further personality development.

4.3 THE INFLUENCE OF PERSONALITY FACTORS ON ACHIEVEMENTS

4.3.1 The role of cognitive and conative factors

Kroukamp (1991:7) emphasizes that both cognitive and non-cognitive variables contribute to scholastic achievements of pupils, but a problem arises in trying to define these aspects, since these two concepts overlap and coincide. According to Kroukamp (1991:8) the cognitive measure of intellectual abilities and information-processing skills also entail motivational and affective aspects. Factors such as language ability and verbal intelligence, the will to succeed and achieve, and the aspirations of a person, play a vital role in his achievements in the school.

Hennings (1990:15) points out that since thought, during certain phases of the becoming adult of the child, is essentially of a verbal nature, thinking affects language production, and conversely, language supplements effective thinking. Because language and thinking are linked to each other, classroom oral language activity supplements both language ability and thought development.

Hennings (1990:50) mentions that if we base school language programs on the ideas of Piaget, Vygotsky and Taba, talking becomes the bridge to continued language and cognitive growth. Clearly then children must be given optimal opportunities to use speech in different situations in the school.

There seems to be little doubt that cognitive abilities are important for effective learning to occur. These abilities according to Kroukamp (1991:14) include the following:

- * Language and symbolization,
- * the ability to categorize,
- * to think critically and creatively,
- * memory,
- * problem solving skills, and
- * quantitative and relational concepts.

Kroukamp (1991:108) makes the assertion that a major part of efficient cognitive functioning involves the processing of verbal material and relies upon the comprehension of language. The above-mentioned writer states that language can be divided into two general components, viz.

- * receptive language - which involves the decoding and comprehension of verbal material, and
- * expressive language - which involves the formulation and expression of thought in a verbal form.

Feagans and Appelbaum (Kroukamp 1991:110) found that a large portion of learning disabled children experienced language problems and subsequently exhibited poor scholastic achievement.

Lambert, Rothchild, Altland and Green (1972:221) claim that the adolescent who is not coping in class has an important message about himself for those concerned with his development. This message could be one of the following:

- * that he has limited amount of mental ability; or
- * that he has a sensory or perceptual motor handicap; or
- * that he has an inability to cope with physical, social or emotional problems.

It is therefore important that classroom teachers learn to recognize when such learning problems exist and assist in modifying such behaviour.

Petrick et al (1982:165) states that learning and becoming are realized according to certain modes, viz. attribution of meaning, involvement, experience, self-actualisation and the formation of a self-concept. The child can only attain proper adulthood if these essences are adequately realized by means of education. A lack of involvement on the part of the pupil not only affects his

appropriate significance attribution but also hampers his self-actualisation and restrains scholastic achievement.

Van Rensburg (1991:50) states that if a learner is torpid, listless and withdrawn, it shows a lack of involvement, which may in turn result from deficiencies in the area of aspirations or motivation to achieve, faulty assignment of meaning to tutorial matter, and other impairments of the conative life. Because inadequate involvement promotes under-actualization, it follows that one way of enhancing scholastic achievement is by ensuring proper involvement from the pupil. Smith (1985:9) mentions that the quality of involvement can be improved by educational help to the child.

The secondary school adolescent is under a certain amount of pressure to perform adequately "as expected by society". This pressure could motivate the pupil and strengthen his own aspirations and desire to achieve.

Van Rensburg (1991:73-74) refers to the detrimental effect that inapt educational approaches could have on the becoming-adult of the child. Mussen (Van Rensburg 1991:73) states that he is opposed to both authoritarian and laissez-faire approaches which allow the adolescent either too little or too much freedom of choice. An authoritarian educative situation for example impedes conative development and can be associated with the following behaviour:

- * The adolescent is uncommunicative and has difficulty showing his feelings.

- * The adolescent lacks confidence and remains dependent on his parents in his decision making.
- * Self-esteem is low, impairing the formation of a realistic self-concept.
- * The adolescent's basic intellectual curiosity and capacity for creative thought are impaired.
- * The adolescent feels that parental rules are either unjust or wrong, and this hampers moral development.

As far as oral work is concerned the presence of these behavioural characteristics will hamper the development of language and communication skills, as well as the natural spontaneity desired from the child when taking part in discussions or oral examinations.

4.3.2 The relationship between affect in behaviour and achievement

According to Knoff (Kroukamp 1991:123) scholastic achievement is not solely determined by the learner's intelligence or his general scholastic ability. Other personality characteristics also play an important, pertinent role during his adjustment in school. Van Rensburg (1991:20) substantiates this and mentions that affective functions form an important part of the psychic life of the child. His feelings and emotions are intimately linked and colour his whole personality.

The experience of feelings during examinations, events in sport, doing homework, delivering a speech and taking part in projects can promote or hamper his achievements.

Affect refers to positive and negative feelings and emotions which a child experiences and that promotes or hampers success in school. Kroukamp (1991:136) also mentions that educationally relevant affects include feelings about school, learning, subject matter and the self as learner. These feelings sometimes manifest in the form of test anxiety as well as general anxiety.

Bloom (Kroukamp 1991:28-29) concludes that a high degree of association between cognitive behaviours and affective dimensions of personality exists. Both factors should be taken into account when determining what aspects are necessary to develop both high cognitive learning outcomes, as well as establishing positive affective qualities in the learners.

Izard (1992:564) expresses the point that emotion-cognition interactions in fear-eliciting situations, if highly intense or frequently recurring, may become specific affective-cognitive structures, such as fear of dogs, fear of speaking in public, and so on. It is necessary therefore that teachers should structure test/examination situations properly in order not to create traumatic and alarming experiences which hamper achievement and form negative attitudes towards future similar situations.

While having to cope with school, the child is also acquiring social skills and various personality attributes, some being dispositions with strong affective components will be formed (Kroukamp 1991:136). Sarnoff (1987:144) refers to an article in the New York Times where studies have shown that social anxiety,

leading to the inability to communicate effectively and with ease, is the single most common psychological problem, affecting as many as 40 percent of adults.

4.3.3 Temperament as an important component of personality

According to Cattell (Kroukamp 1991:177) personality is comprised of three facets:

- * dynamic traits (which include motivation, goals and ideals; the "why" of behaviour),
- * ability traits (cognitive and motor competence skills, and talents; the "what" or "how well" of behaviour), and
- * temperament traits (the stylistic aspects; the "how" of behaviour).

Other researchers have also conceptualized temperament as a basic element of personality, while in 1982 Bergen (Kroukamp 1991:177) reported that the terms temperament and personality have been used interchangeably. Thomas (Kroukamp 1991:174) distinguished three general temperament types, viz. easy, difficult, and "slow to warm up". The temperament characteristics associated with "difficult" children are:

- * withdrawal from new object or person;
- * slow adaptation to changes in the environment;
- * intensity of reactions; and
- * general negativism in mood.

"Easy" children, on the other hand, are:

- * adaptable;

- * have a positive mood; and
- * show a positive approach to life.

Such "easy" children, having appealing temperaments, could benefit unquestionably during any form of evaluation where these traits could have an influence on achievements such as, for example, during oral evaluation.

4.3.3.1 Temperament and patterns of behaviour

Busse and Plomin (Kroukamp 1991:177) proposed a theory of temperament which includes four temperaments:

- * activity,
- * emotionality,
- * sociability, and
- * impulsivity.

This theory of temperament offers an explanation for some of the commonly seen patterns of behaviour.

- * A person who is high in both activity and impulsivity can be described as possessing syndromes of hyperactivity and hyperkinesess.
- * The pattern of low activity and high emotionality appears to be characteristic of agitated depressives.
- * The combination of high emotionality and low sociability may relate to difficulties in adjustment (shy, reclusive and isolated).
- * The person who manifests high sociability and impulsivity is labelled as an extravert, while the person who is low on both is classed as an introvert.

From the above we can identify a pupil with a certain temperament which should be the most successful during, for example, the oral communication evaluation situation. Thus a pupil with low sociability could find his temperament a hampering factor whenever

he is called upon to deliver an oral performance in front of an audience. The pupil with an extravert temperament, on the other hand, could benefit merely by possessing a more appropriate and likeable temperament.

During oral evaluation situations evaluators could be inclined to examine pupils with disagreeable personality traits with less sympathy and this could lead to prejudiced allocation of marks. According to Moller (Kroukamp 1991:184) children who are active, adaptable, persistent, approachable, and having a positive mood, tend to attain a higher development status as far as vocabulary modalities are concerned.

Kroukamp (1991:184 - 185) stresses the point that it should be kept in mind that certain temperament traits in no way reflect a weakness in the constitutional basis of personality, however, it has been found that temperament variables relate to pupil-teacher interactions and the attitudes of teachers towards children.

Teacher's responses to children in the classroom are mediated by their perceptions of the children's temperament. Children with "difficult" temperamental traits could thus easily be regarded as poorly motivated pupils thereby prompting more negative reactions towards themselves.

As far as the relationship between temperament and scholastic achievement is concerned, Kroukamp (1991:187) mentions that the characteristics of non-adaptability and withdrawal have been found

to correlate significantly with lower scholastic achievement, regardless of intelligence.

Kroukamp (1991:427) makes the following important point concerning temperament:

"If it is assumed that temperament is not a fixed personality trait, early efforts should be made to alter or modify it."

By means of education an attempt should be made to modify those temperament traits of pupils whose becoming-adult is being hampered. Characteristics, such as aggression, shyness, desire towards withdrawal and undue introvertedness should be identified and rectified. These temperament traits could play a significant role in hampering achievement in oral work.

4.3.4 The self-concept and achievements

Purkey (1970:65) regards it as a vital task of the school to promote self-concept development of their pupils. Proper education will help pupils to achieve according to their potential. Success usually helps pupils to see themselves in essentially positive ways. Gowan (Purkey 1970:18) reports that achievers are characterized by self-confidence, self-acceptance and a positive self-concept. Academic achievements therefore seem to enhance the pupil's self-concept while, on the other hand, a pupil with a positive self-concept will have high aspirations and the motivation to succeed. Such a pupil will also be willing to take risks and could be expected to cope successfully with the experience of failure.

Because of the reciprocal influence of scholastic achievements on the self-concept a pupil with a low self-concept could be expected to achieve inadequately and this could in turn cause a further decline in his already negative self-concept. Such pupils often become underachievers and according to Purkey (1970:20-21) are inclined to have negative self-concepts, be less confident, lack self-reliance and are more withdrawn and demonstrate immature behaviour. Pupils lacking in self-confidence and with a poor self-concept often revert to self-defence tactics in an attempt to escape from possible injurious and negative experiences.

Any area or class-period of the school which is continually experienced as negative or unpleasant by the pupil (for example Mathematics or English oral) could also lead to the formation of a negative attitude towards that particular subject or even towards the school in general. This could then have a further detrimental affect on his achievement in that particular subject.

It therefore seems clear that a personality factor like the self-concept plays a critical role in academic achievements of pupils.

4.4 PERSONALITY AND ORAL COMMUNICATION

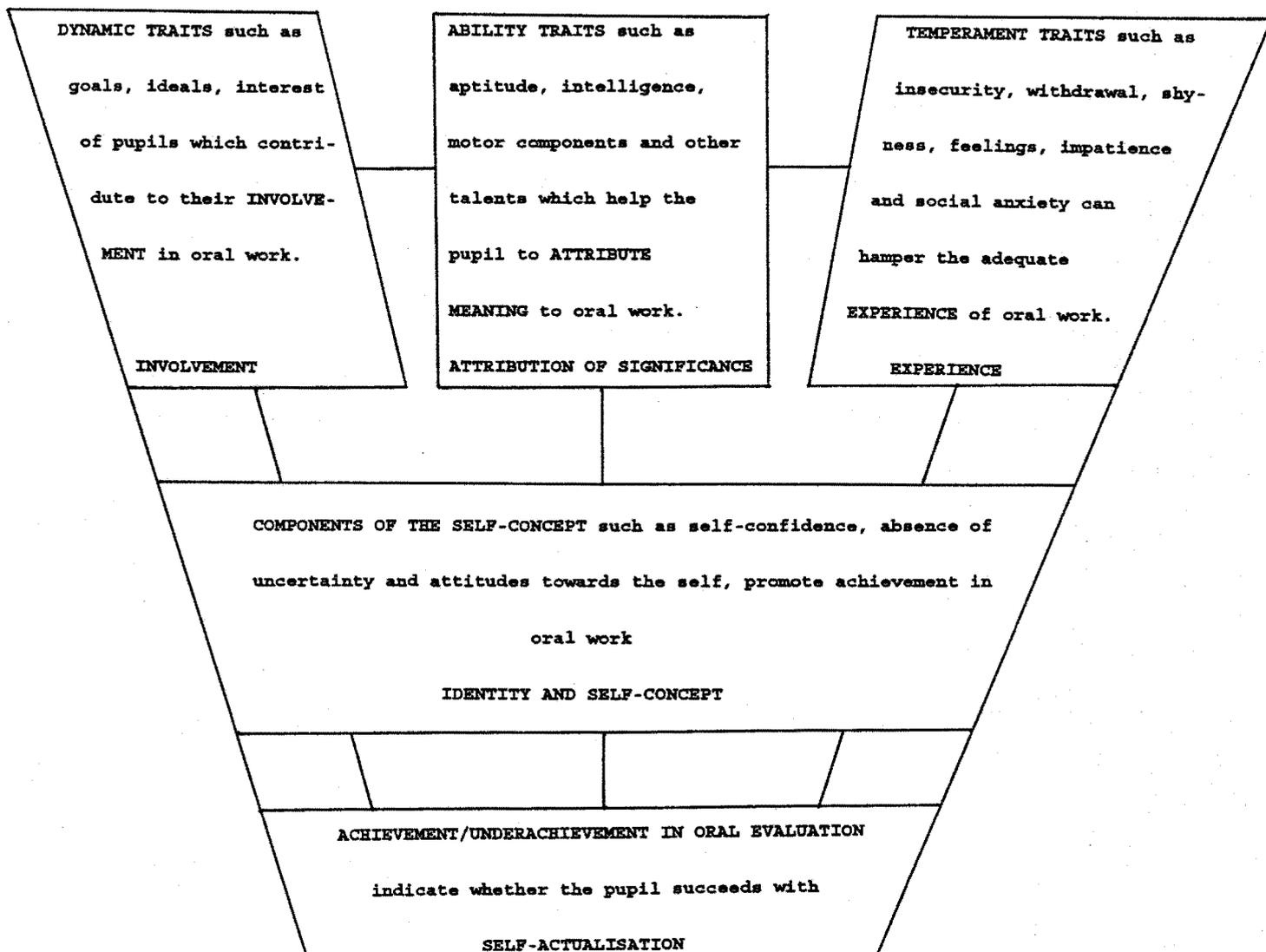
4.4.1 The relationship between oral ability and personality traits

Questions have been raised as to whether there exists a relationship between oral communication ability and certain

personality traits. According to writers such as Crookes et al (1981:109) pupils with an extraverted personality have an advantage when it comes to being assessed for oral or speech ability. Carey and Cummins (1984:278) declare that extraversion and social confidence would appear to be important assets when emphasis is placed on oral production in a group setting, while shy and introverted pupils may experience difficulties due to the requirements of oral communication. Figure 4. 1 schematically denotes some personality traits and the categories of Psychology of Education which relate to achievement of pupils in oral work.

FIGURE 4.1

PERSONALITY TRAITS AND DIMENSIONS WHICH RELATE TO THE REALISATION OF THE CATEGORIES OF PSYCHOLOGY OF EDUCATION AND ACHIEVEMENT IN ORAL WORK



The dynamic personality traits (such as interest and motivation), together with ability traits (such as the necessary competency to speak), contribute to sufficient involvement of pupils in oral work and their appropriate attribution of meaning to the events. Temperamental traits of pupils such as insecurity and withdrawal can hamper the experience of success and positive feelings toward oral communication in the classroom. The qualitative manifestations of these traits in oral work will also be hindered or promoted by the non-acceptance of the self or a positive self-concept. All these traits and dimensions of personality contribute to the individual's attempts to actualise his self in oral work.

Van Rensburg (1991:43) states that any truly meaningful action is valuable in the becoming-adult of the child. Pedagogically speaking therefore, an activity such as oral work has value only if it is meaningful to the child. If the child succeeds to attribute real significance to oral work and shows adequate involvement by successfully participating in the events, positive feelings about the self and relationships with other people will be experienced. The becoming-adult of the pupil will be realised and self-actualisation on this terrain promoted.

If the learner possesses less adequate dynamic, ability and temperament traits his performance in oral work and proper self-actualisation could be hampered. Continuous poor achievements in oral work can also reinforce a low self-concept. Language teachers should therefore be on their guard and structure a proper classroom

situation for oral work. The following guide lines should be considered:

- * Create regular necessary situations for oral communication in the class.
- * Provide relevant opportunities within the capability of each pupil.
- * Structure a proper atmosphere to ensure that oral situations will be experienced as positive.
- * Motivate pupils towards spontaneous and willing participation and thus increase their involvement.
- * Consider the personality traits of pupils and accept that individual differences can influence their achievement as well as the evaluation that is taking place.

4.4.2 Personality and voice

4.4.2.1 Introduction

Studies by Glass (1987:35) show that people with poor oral communication skills have fewer job opportunities and, if they are hired, receive less pay, while good speakers are perceived as more friendly, more successful in business, more persuasive, and more credible. Pupils should therefore develop proper oral communication skills at school and factors inhibiting oral communication should be identified and causes rectified.

According to Dobie (1976:299) speech is a personal activity and any criticism of it needs careful attention. Comments which are over-destructive may obviously inhibit the speaker and cause him to reject the assistance offered by the assessor.

4.4.2.2 Speech and communication

According to Glass (1987:38-39) there is a definite association between the personality of people and how they talk. Feelings and emotions such as love, sadness, dishonesty, anger and fear are all reflected in the sound of a person's voice. It is even possible to detect personality abnormalities just by the way a person speaks and sounds. Examples of voice characteristics and related personality traits are:

- * People with rough, gravelly, and attacking tones often experience conflict in their own lives, including difficulty in social adjustment. They often use a tough-sounding oral communication method to hide their inadequacies in forming satisfactory inter-personal relationships. These persons could be regarded as rude and aggressive which negatively influences their achievement in oral work.
- * An inappropriate high-pitched voice (a seventeen-year-old woman sounding like an eight-year-old) may reveal a form of immaturity. Although the speaker believes that it sounds appealing and cute, but in actual life it sounds ridiculous. Assessors could easily be, and in fact are usually negatively impressed by this behaviour.
- * If a person's voice is monotonous and boring some inner problems like an inability to express emotion or getting emotionally close to others is manifested. Such people may be apathetic or lethargic, and usually talk as little as possible. They often feel that if they do not talk much people will have less to judge them on. What they do not realize is that they are judged negatively for not taking part in communication.
- * People who talk too loudly may experience ego problems. They have a need to receive more attention.
- * A too-soft voice, swallowing one's words, or dying off at the end of sentences may signal insecurity and low self-esteem. Such a person usually has little self-confidence and may feel that what he has to say, is insignificant.
- * Talking too fast may signal insecurity and impatience. Unfortunately fast speech may diminish the importance of the message and it makes it difficult to understand the speaker. As a result of the difficulty to evaluate the indistinct speaker, his oral communication suffers in the form of getting lower marks.

Glass (1987:40) reached these generalizations after many years of observation of people with these personality traits and the role that the voice plays during interactions between people.

According to Glass (1987:15) shyness as a personality characteristic is our most epidemic social restraint and it holds us back professionally and personally. The problem can be remedied by improving the way a person talks which will improve his future relationships with referents such as business associates and friends. Anderson (1953:69) also postulates the relationship between personality and voice as follows:

- * A voice that is described as weak and thin could be associated with shyness, fears, introvertive and withdrawal tendencies.
- * A loud blustering voice could be a simple bid for attention or it may be a reflection of aggression.
- * Tremour and breathiness in the voice could suggest emotional instability like stage fright, anxiety states and neurotic behaviour.

These various characteristics pertaining to personality could result in retardation of speech and other hampering factors during oral work.

Shepherd (1978:264) has an optimistic perspective and sees practise in conversation as a way to improve the verbal usage of language. The school should play a leading role by identifying these pupils and rendering opportunities and assistance to rectify and improve any speaking inability. Fowler (Dobie 1976:300) states:

"Those whose speaking habits have improved during the year in command of greater ease and fluency, in ability to speak before a group without hesitancy or embarrassment, or to speak effectively, with a comfortable and appropriate level of usage, have made significant gains."

4.5 CONCLUSION

Although personality theory is still evolving and differences of opinion will be found there are points of agreement. Coville, Costello and Rouke (1965:45-46) cite the following points which are relevant to this discussion:

- * Personality is a resultant of the interaction of a person's unique biological make-up or constitution, his individual psychological development and the influence of the cultural setting in which he grows.
- * Personality is dynamically developing and not a static entity.
- * Personality dynamics operate on an unconscious as well as conscious level.
- * Repressed material can find expression in the form of symptoms.

Various research reports and studies also indicate that personality characteristics influence the assessment of the oral communication ability of pupils. Certain personality characteristics contribute to speech ability and influence the validity of the evaluation done by teachers.

By observing a pupil's communication in oral work, restraints such as the experience of excess anxiety, insecurity, shyness, aggression, low interest, lack of self-confidence and language proficiency could be detected. Pupils experiencing such difficulties need reassurance and opportunities to allow them to perform according to their potential. Overcoming personality obstacles could lead to a clearer and more controlled oral communication delivery, which could enhance the learner's self-concept and also positively effect his marks for oral work. Better oral marks and the experience of success during speech evaluation

assists a pupil's self-confidence and encourages him to become more involved in learning participation in future similar situations.

Smith (1985:154) mentions that the experience of academic failure or inability as well as humiliation during classroom situations such as oral presentation, could lead to feelings of inferiority, fear and aggression in pupils. This could also lead to the establishment of defensive behaviour such as withdrawal and isolation and avoidance of related situations.

Some views accentuate a relationship which exists between certain personality characteristics and speech. If a pupil suffers from speech defects his emotional life could be influenced to such an extent that emotional problems occur. This particular personality restraint could also have a marked influence in the way in which the child participates orally in class and evaluation situations. Language teachers should therefore be careful to use predetermined mark grids which do not take into consideration anything as complicated as the personality characteristics of learners. More provision should be made for the individuality of pupils concerning their general and specific personality characteristics.

CHAPTER 5**MEASUREMENT OF PERSONALITY****5.1 INTRODUCTION**

Pupils proceed through a number of broadly similar stages in their physical, cognitive, affective, conative and spiritual development. These aspects of the becoming-adult of the child must be taken into account in any systematic attempt to understand the educand in the learning situation. To understand the following developmental achievements such as

- * image and concept development, and
- * the important role of language in the development of the thought modalities of the child,

a broad perspective on the cognitive life of the child should first be acquired. According to Hills (1982:61) the language skills that the child has acquired plays a major role in cognitive development and forms the basis for much of his learning, retention and recall of new ideas.

There are also other influences like the type of personality of the individual person that will determine his behaviour and the uniqueness thereof. Hills (1982:62) refers to the existence of a complex interaction between each person's mental, emotional, physical and social behaviour which results in his unique and more or less stable way of approaching his environment that manifests itself as his personality. The type of personality of

the learner seems to lead him to approach cognitive learning tasks in a number of different ways.

By understanding a learner's personality a better understanding can be formed of his specific learning style. Van den Bergh (1987:94) inter alia points out that an understanding of personality implies the appropriate evaluation of it which suggests a value determination of the different characteristics of that person. According to Cattell (Van den Bergh 1987:94) the testing of personality attributes should be done in a scientific and efficient manner if it hopes to be reliable and of any value.

5.2 THEORETICAL ASPECTS RELATING TO PERSONALITY MEASUREMENT

As almost all learning takes place in a social context it is imperative that people involved with education take into consideration that a well-adjusted child must acquire a whole range of social skills. The ability to communicate fluently is an important social skill that could hamper his becoming-adult if this skill is lacking. Hills (1982:62) mentions that some educational psychologists are especially concerned to alleviate the effects of handicaps such as, for example, an oral communication or speaking restraint caused by a personality defect. If a better understanding of a child's personality could favour his academic and social development, it stands to reason that schools must possess the means of measuring

personality and applying the necessary therapeutically assistance to these pupils.

5.2.1 The need to understand the child

According to Clark and Starr (1976:19) an effective means of finding out what worries, problems, or concerns a pupil may have, is the inventory. These inventories are intended to provide the means of identifying the personal problems of individual pupils.

Clark et al (1976:19) claims that observation is also one of the best means of getting to know a pupil because through it an alert teacher can often find clues to the causes of a pupil's behaviour. However, often mere observation is misleading and consequently incorrect deductions can be made. Fortunately there are many exploratory media available (such as personality tests, interest questionnaires and attitude scales) to help the teacher to become acquainted with his pupils.

Tuckman (1978:174) states that personality tests measure characteristic ways of a person relating to the environment and the people in it, as well as personal and interpersonal needs and ways of dealing with them.

Hills (1982:215) shows concern regarding personality assessment in the educational situation, and claims that it is "an important and **often neglected** facet of a learner". Educators in

the secondary school situation often have large classes to contend with, or only see a specific class for a short period per day, and thus find it difficult to determine the personality traits of their pupils.

5.2.1.1 Reasons for encouraging the measurement and development of personality

Knowledge about a pupil's personality, or a dimension of his personality such as the self-concept, could enable educators to play a more prominent role in identifying and assisting pupils encountering learning and classroom problems due to some or other personality disorder. In the context of personality development Hayes (1982:159) states that involvement of adolescents in a systematic program of psychological education aimed at enhancing their identity formation appears to have been successful in promoting moral reasoning as well as personal and social development. Clearly then such a program, designed to stimulate development to higher stages of becoming-adult, should be a central purpose of the high school curriculum.

Vrey and Venter (1983:1) regard self-knowledge as a specific task assigned to man. The educand should not only know his name and be able to recognise himself in the mirror; he must also become familiar with his physical and psychological abilities and powers. This implies that he has to form a great number of conceptions about himself in order to know himself in all facets of his self-manifestation.

It is even expected from educators in the school to contribute to an understanding of the child of his own personality. Izard (1991:565) states that the aim in treating school phobias becomes a therapeutic matter of decoupling fear feeling and inappropriate ideas about the self in relation to harmless situations or objects. If schools insist that pupils should endure the plight of a situation as anxiety-provoking as oral evaluations, then it only seems fitting that the examiner take into consideration the fact that pupils have differing personalities and that most pupils will be nervous. Therefore the examination atmosphere should be as "fear-free" and "anxiety-free" as possible. If a teacher has some insight in the personality traits of the pupils during oral work, his approach towards these pupils could be modified and more reliable evaluation is possible.

Personality tests could provide useful information about a pupil's potentialities as well as a better understanding of certain behavioural trends. Tyler (1969:89) says that personality tests work better for ruling out some areas than for highlighting others, and that low scores are usually more predictive than high ones.

Tyler (1969:93) links the usage of personality tests to the whole structure of guidance and counseling where the educand is assisted to acquire more knowledge about his self. The information which is provided by personality tests could be used as a means to encourage thinking and discussion about the

personality of the pupil. This knowledge can increase the sensitivity of educators to become aware of how others are experiencing things.

5.2.1.2 Difficulties presented during personality assessment

The self of the educand is multidimensional of nature and tremendously complex to understand. The following major cautions must always be considered during assessing a child's personality, namely the limitations and biases of the user of the test. Purkey (1970:58) refers to these limitations as follows:

A test user who desires to assess the self of the child needs training and supervised experience in measurement, clinical psychology and personality theory. A researcher should therefore realise his limitations in training and the possible cost of errors in judgment. It is also helpful to keep in mind that the self of the educand is studied through the perceptions of the observer. These perceptions are open to distortion, either involuntarily or deliberately. The test user should therefore recognise his own subjectivity and try to take it into account as much as possible. His task is to gain a clearer understanding of the pupil's self and not to force his own opinions on the findings derived from objective measurement.

According to Fleming (1964:211) personality assessment poses the following challenges:

Personality is itself always a reaction to a social situation; and its 'perceiving' by another is so

emotionally and intellectually involved that any personal rating is as much a 'perceptual ability' or a 'mode of regard' on the part of the rater as it is indicative of a 'quality' of the person who is subjected to the rating.

Most methods of personality assessment carry within them an admission of the complexities of social entanglement¹. Adequate consideration is given to

- * recognition of the unconscious needs of the testees such as their participation, appreciation and insight.
- * understanding the self-concept of the testees from their reactions, the structure of their personality and the content of their behaviour in different situations.

5.2.2 Selection of a measuring instrument

An important task for the empirical researcher is to select dependable measuring instruments for the purpose of quantifying the behaviours and personal constructs he has chosen to study. Ary (1972: 176) states that there are several different types of personality measures, each reflecting a different theoretical point of view. Some reflect trait and type theories, whereas others have their origins in psychoanalytic and motivational theories. The researcher must know what he wishes to measure and then select the instrument, paying particular attention to the evidence of its validity and reliability.

Smit (Van den Bergh 1987:95) discusses the value of personality questionnaires and indicates the following advantages:

- * As a rule personality questionnaires comply to the various aspects of test objectivity and are applied according to uniform and specified instructions;

1) Social entanglement refers to the numerous factors which influence, complicate and even confuse behaviour.

- * the responses are marked and judged in a uniform manner according to a set answer key;
- * the norms of the tests rely on a scientifically selected population test sample;
- * the personality characteristics which are measured are clearly defined and the rationale of the questionnaire is given;
- * the application, marking and interpretation of the test results requires less psychological schooling than projection techniques;
- * the personality characteristics of a large amount of people can be compared with each other.

Possible disadvantages are:

- * Some test items are set in such a way that they encourage untruthful answers;
- * the validity of the test could alter with different situations;
- * scores could sometimes be obtained of traits that the testee does not possess;
- * many of the items are sometimes ambiguous and thus two different answers could be given.

Van den Bergh (1987:96) stresses the value of using personality tests but warns against the misuse of these instruments.

5.3 SOME TECHNIQUES OF PERSONALITY MEASUREMENT

5.3.1 Introduction

Ary (1972:176) refers to the following three most widely used types of personality measuring instruments, namely inventories, rating scales, and projective techniques.

Tuckman (1978:174) divides personality tests into two groups, viz. nonprojective and projective techniques. Nonprojective techniques are the typical paper-and-pencil tests and require that the individual respond to written statements by choosing a response, while projective techniques use either words or pictures to elicit a free or unstructured response (for example, look at an inkblot and tell what you see) from the testees. Some of the more well known nonprojective personality tests are the California Psychological Inventory, Guilford-Zimmerman Temperament Survey, Sixteen Personality Factor Questionnaire, Tennessee self-concept scale, the Personal-Home-Social-and-Formal Relations Questionnaire, High School Personality Questionnaire, Adolescent Self-Concept Scale and the Emotions Profile Index. Among the more well known projective personality tests are the Bender-Gestalt Test, Rorschach, and Thematic Apperception Test.

5.3.2 Examples of questionnaires

- * The Tennessee self-concept scale consists of 100 descriptions which the pupil has to apply to himself, placing himself on a 5-point scale. Examples of items are as follows: "I find it difficult to talk to strangers". "I am a stupid person", et cetera. The 5-point scale ranges from "completely true/false" through "usually true/false". The test is designed for pupils 12 years and older, and the answers can be interpreted in various ways, depending on the aim of the investigation (Oosthuizen, Jacobs, Vaughn and

Bester 1981:125).

- * The Adolescent self-concept scale comprises 100 items, divided into six subtests, namely the physical self, personal self, family self, social self, values self and self-criticism. The items consist of opposing characteristics connected with persons A and B and the pupil has to say which one he corresponds with most. Below is an example of an item relating to the physical self:

A is satisfied with his appearance.

B is unhappy about his appearance.

The reliability of the test is high and the individual subtests also show a reasonably high reliability coefficient. Norms are available in the form of stanines while intercorrelations between the subtests were established, after which factor analysis was applied. The factors established here are described as anxiety, extroversion, self-concept, conscience, nonverbal reasoning, mechanical calculation, progressiveness and memory (Oosthuizen et al 1981:127).

- * The Personal, Home, Social and Formal Relations Questionnaire is to measure by means of eleven components, the personal, home, social and formal relations of high school pupils, students and adults, in order to determine their level of adjustment. The rationale behind the PHSF Relations questionnaire is

that the level of adjustment of a person, for each of the various components of adjustment, is determined by the frequency with which his responses, in relations within the self or with the environment, are mature or immature, efficient or inefficient. Some of the components which the questionnaire takes into account are self-confidence, self-esteem, self-control, nervousness, health and personal freedom. (Manual for the PHSF Relations Questionnaire:1971)

- * The High School Personality Questionnaire (HSPQ) will be used in this study and will now be discussed in detail.

5.3.3 The High School Personality Questionnaire (HSPQ)

5.3.3.1 Introduction

A High School Personality Questionnaire was first developed in the USA by R.B. Cattell of the University of Illinois and M.D.L. Cattell of the Institute for Personality and Ability Testing, Illinois. This questionnaire was modified for conditions in South Africa in the form of a self-report inventory for adolescents that measures 14 primary personality characteristics. According to the manual each scale - Warmth, Intelligence, Emotional Stability, Excitability, Dominance, Enthusiasm, Conformity, Boldness, Sensitivity, Withdrawal, Apprehension, Self-Sufficiency, Self-discipline, and Tension -

measures a unique personality dimension that research has shown to be important in predicting and understanding a variety of social, clinical, occupational, and school behaviours of pupils in the secondary school. Consequently the HSPQ is useful in helping to assess emotional conflicts and behaviour disorders of pupils in educational situations.

The HSPQ has since been adapted and standardised for Whites and Coloureds, as well as Black pupils in Form V by the Institute for Psychometric Research of the Human Sciences Research Council (HSRC).

The necessity of having a reliable and valid instrument for assessing personality traits of high school pupils is cited in the manual (1981:3-4) as follows:

- * Persons who need assistance with emotional problems and behaviour disturbances and persons with abnormal temperamental sensitivity, who require careful treatment, should be identified. By means of early identification, behavioural problems can be avoided or treated before they develop into defensive habits, or other complications develop which result in resistance to treatment.

- * In education the development of a pupil's character and personality is of importance. However, because aspects of character and personality are not readily recognized or measured, in practice they receive less attention than the pupil's academic achievement does. By keeping records of personality development, the school counsellor may make an important contribution to ensuring that in future personality development receive as much attention as a pupil's academic achievement.

5.3.3.2 Considerations

The HSPQ was constructed to meet the following requirements for an effective personality questionnaire:

- * All the main dimensions of personality which may be indicated by means of factor analysis should be covered.
- * It should be easy to apply, either as an individual measuring instrument in the clinic or as a group measuring instrument in the classroom.
- * The questionnaire must measure psychologically significant traits which should be valuable for purposes of prediction. It should also be possible to indicate that these traits are functional units.

5.3.3.3 Rationale of the HSPQ

Items of the HSPQ refer to factorially loaded personality traits. Traits are identified by those important individual differences which occur in everyday interpersonal contact and which are indicated in common parlance by specific words.

5.3.3.4 Characteristics of the HSPQ

Special characteristics of the HSPQ are the following:

- * The HSPQ includes all the personality dimensions from the general personality sphere, the existence of which have already been sufficiently confirmed by research findings.
- * The HSPQ provides effective insight into those aspects of a particular pupil's personality which contribute towards (or are detrimental to) the quality of his work at school and which influence his adjustment inside and outside the classroom.

- * A complete profile of the fourteen HSPQ scores provides a broad basis for the routine gathering of adequate data on a child's personality development.
- * These personality dimensions and concepts are equally relevant to child guidance, counselling and teaching situations.
- * The questionnaire can be applied to groups or individually.
- * Two answer sheets are provided, one for hand scoring and one for machine scoring.

5.3.3.5 Application of the instrument

The HSPQ may be applied only by persons who have undergone special training in the application of psychological tests. However, the interpretation of the results requires specialized knowledge. Testers and their assistants should study the instructions thoroughly before applying the questionnaire. When a group of pupils is tested, care should be taken to ensure that the size of the group is such that proper supervision can take place. If the test group consists of more than 30 testees, the help of one assistant for each 15 additional testees is required. Testees may only be given permission to leave the room during the test session if it is absolutely necessary.

Desks should be arranged in such a way that pupils are unable to see one another's answers and that the tester may move easily between the desks. A blackboard and chalk should be available for purposes of illustration. There should be no disturbances inside or outside the test room.

Each testee requires the following test material:

<p>A questionnaire An answer sheet An HB pencil A rubber.</p>

Since the HSPQ is a personality questionnaire and not an achievement or ability test, no time limit is set for its application. However, everybody excepting the slow readers should answer it within 40 - 50 minutes. Care should be taken to ensure that testees who answer the questionnaire quickly, do not disturb those who are still busy.

Before the test material is handed out, the testees should be put at ease. The tester should explain that it is a personality test and that they should answer the questions as honestly as possible.

The questionnaire consists of 142 short questions and provision has consequently been made on the answer sheet for 142 questions. Each question on the questionnaire must be answered next to the same number on the answer sheet. After each number on the answer sheet the letters, a, b, and c appear, with spaces (squares) directly below each letter. These letters represent the possible answers to each question. After each question which is set in the questionnaire, the possible answers are given. These are marked (a), (b) or (c). The testee must decide which answer applies to him and then make a cross with

his pencil in the appropriate space (square) on the answer sheet.

The tester must explain everything carefully to the testees and even do a number of examples. The tester must tell the testees to keep the following points in mind while answering the questionnaire:

- * The testees should answer the questions frankly and truthfully as there is no advantage in giving the wrong impression. Never give an untrue answer because it seems the "right thing to say". There are ways of detecting such unfair answers.
- * Testees should answer the questions as quickly as they can and not spend time puzzling over them. They should give the first, natural answer as it comes to them. Although some questions are similar to others, no two are exactly alike and the answers will often differ in these cases.
- * The middle answer should only be used if it is absolutely impossible to lean toward one or the other of the answer choices. In other words the "yes" (or "a") or the "no" (or "c") answer should be used for most cases.
- * Testees should not skip answers. Occasionally a statement may not seem to apply to the testee or his interests, but he should answer every question, somehow.

5.3.3.6 Scoring the instrument/marking of testees

The questions in the questionnaire are answered on a separate answer sheet. One of two types of answer sheets, viz. an answer sheet for hand scoring or an answer sheet for machine scoring may be used.

1) Hand scoring

If using the answer sheet for hand scoring the testee's answers are scored with the aid of two scoring stencils. When following the scoring procedure the tester must check to make sure that only one answer has been marked for each question. The tester should be on the lookout for any glaring peculiarities, where for example all the right-hand possibilities have been marked. Such answer sheets are not scored.

Stencil 1 is placed on top of the answer sheet. All the necessary instructions for obtaining raw scores for 7 of the 14 factors are indicated on this stencil. The same procedure adopted in scoring stencil 1 is applicable to the use of scoring stencil 2. Scoring stencil 2 is used to obtain the raw scores for the remaining 7 factors. In order to ensure that the scores are correct, it is desirable that the scores be checked by a second person. These raw scores are then converted into norm scores.

2) Machine scoring

An answer sheet for machine scoring is also available and is used if the answers have to be scored by an optical mark reader. This method of scoring is only used when a large number of testees are tested simultaneously, usually for research purposes.

5.3.3.7 Norms and interpretation of norm scores

The raw scores are converted into norm scores before testees' scores are interpreted. Separate norms have been established for male and female pupils. These norm scores enable one to relate a pupil to other pupils of the group to which he belongs, as regards his various personality characteristics.

5.3.3.8 Stanines

The stanine or nine-point scale is a normalized scale with standard scores which range from 1 to 9, with a mean of 5 and a standard deviation of 1.96. Stanine values of 4, 5 and 6 represent the average of the group. Low stanine values (1, 2 and 3) are representative of the lowest 23 percent of the norm group while high stanine values (7, 8 and 9) are represented by the upper 23 percent of the norm group in respect of the quality concerned.

Table 5.1 indicates the approximate percentage of persons in a population represented by a particular stanine.

TABLE 5.1

APPROXIMATE PERCENTAGE OF PERSONS REPRESENTED BY STANINES

<u>STANINE</u>	-	1	2	3	4	5	6	7	8	9
<u>%PERSONS</u>	-	4	7	12	17	20	17	12	7	4

According to TABLE 5.1 a value of 1 is allocated to the lowest 4 percent of the classification of raw scores; a value of 2 to the following 7 percent and to each of the subsequent percentages, a value up to 9, which represents the highest 4 percent of the classification of raw scores. A useful attribute of the stanine scale is that it is divided into equal units with the result that all the stanines can be compared with one another. The necessary conversion tables to change raw scores to norm scores are supplied.

5.3.3.9 Interpretation of the HSPQ factors in terms of norm scores

The test measures 14 factorially, relatively independent personality dimensions or primary factors. Each factor is represented as a bipolar continuum of which the two extreme poles are described, viz. the left-hand pole (which represents a stanine score of 1 to 3) and the right-hand pole (which represents a stanine score of 7 to 9). One should guard against the assumption that the right-hand pole is "good" in some psychological sense or other and the left-hand "low" pole "bad". For the sake of convenience, each factor is briefly indicated by an alphabetical letter.

It is important to bear in mind that investigations carried out in countries such as India, Italy, Finland, Brazil, France, Germany, Belgium and Holland, have provided proof of the intercultural stability of the basic traits measured by the

test. Even in the case of different cultures it was found that the basic personality structure discovered by means of the questionnaire in other cultural and ethnic groups is also present here.

5.3.3.10 Description of the fourteen HSPQ factors

The HSPQ measures a set of 14 factorially independent dimensions of personality and each of the 14 source traits is identified by a letter of the alphabet.

Factor A	
Low score (-A)	High score (A+)
Stanine 1;2;3	Stanine 7;8;9

RESERVED	WARMHEARTED
(Sizothymia)	(Affectothymia)
Critical	Good-natured, easy going
Stands by his own ideas	Ready to co-operate, likes to participate
Cool, aloof	Attentive to people
Precise, objective	Soft-hearted, casual
Distrustful, sceptical	Trustful
Rigid	Adaptable, careless
Cold	Warmhearted
Prone to sulk	Laughs readily

Factor B	
Low score (-B)	High score (+B)
Stanine 1;2;3	Stanine 7;8;9

LESS INTELLIGENT	MORE INTELLIGENT
Dull	Bright
Low mental capacity	High general mental capacity
Unable to handle abstract problems	Insight, fast learning, intellectually adaptable

Factor C

Low score (-C)
Stanine 1;2;3

High score (+C)
Stanine 7;8;9

AFFECTED BY FEELINGS

Ego weakness
Emotionally less stable
Easily upset, changeable
Gets emotional when frustrated
Changeable in attitudes and interests
Easily perturbed
Evasive of responsibilities, tends to give up
Worrying
Gets into fights and problem situations

EMOTIONALLY STABLE

Ego strength
Emotionally stable, mature
Faces reality, calm
Emotionally mature
Stable, constant in interests
Calm
Responsible, adjusts to facts
Unruffled
Shows restraint and avoids difficulties

Factor D

Low score (-D)
Stanine 1;2;3

High score (+D)
Stanine 7;8;9

PHLEGMATIC

Undemonstrative, inactive, deliberate, stodgy
Stoical
Complacent

Deliberate
Not easily jealous
Self-effacing
Constant
Not restless

EXCITABLE

Demanding, over-active, unrestrained
Impatient
Attention-getting, showing off
Excitable
Prone to jealousy
Self-asserting, egotistical
Distractible
Shows many nervous symptoms

Factor E

Low score (-E)
Stanine 1;2;3

High score (+E)
Stanine 7;8;9

SUBMISSIVE

Obedient, mild, easily led
Docile, accommodating
Submissive
Dependent
Considerate, diplomatic
Expressive
Conventional, conforming
Easily upset by authority
Humble

DOMINANT

Assertive, aggressive
Competitive, stubborn
Assertive, self-assured
Independent-minded
Stern, hostile
Solemn
Unconventional, rebellious
Headstrong
Admiration-demanding

Factor F

Low score (-F)
Stanine 1;2;3

High score (+F)
Stanine 7;8;9

SOBER

Desurgency
Taciturn
Serious, concerned
Silent, introspective
Full of cares
Uncommunicative, sticks
to inner values
Slow, cautious

ENTHUSIASTIC

Surgency
Heedless
Happy-go-lucky
Talkative
Cheerful
Frank, expressive, reflects
the group
Quick and alert

Factor G

Low score (-G)
Stanine 1;2;3

High score (+G)
Stanine 7;8;9

EXPEDIENT

Low superego strength
Does not accept moral
standards, disregards rules
Quitting, fickle
Frivolous
Self-indulgent
Slack, indolent
Undependable
Disregards obligations to
people

CONSCIENTIOUS

High superego strength
Moralistic, persistent

Persevering, determined
Responsible
Emotionally disciplined
Consistently ordered
Sense of duty
Concerned about moral
standards and rules

Factor H

Low score (-H)
Stanine 1;2;3

High score (+H)
Stanine 7;8;9

SHY

Threctia
Timid, restrained,
threat-sensitive
Withdrawn
Retiring in face of
opposite sex
Emotionally cautious
Apt to be embittered
Restrained, rule-bound
Restricted interests

Careful, considerate,
quick to see danger

ADVENTUROUS

Parmia
Socially bold,
"thick-skinned"
Likes meeting people
Active, overt interest in
opposite sex
Responsive, genial
Friendly
Impulsive
Emotional and artistic
interests
Carefree, does not see
danger signals

Factor I

Low score (-I)

Stanine 1;2;3

High score (+I)

Stanine 7;8;9

TOUGH-MINDED

Harria

Rejects illusions

Unsentimental, expects
littleSelf-reliant, takes
responsibilityHard (to the point of
cynicism)Few artistic responses
(but not lacking in taste)

Unaffected by "fancies"

Acts on practical, logical
evidence

Keeps to the point

Does not dwell on physical
disabilities**TENDER-MINDED**

Premsia

Sensitive, dependent

Fidgety, expects affection
and attentionClinging, insecure, seeking
help and sympathyKindly, gentle indulgent
to self and othersArtistically fastidious,
affected, theatricalImaginative in inner life
and in conversation

Acts on sensitive intuition

Attention-seeking, flighty

Hypochondriacal, anxious
about self**Factor J**

Low score (-J)

Stanine 1;2;3

High score (+J)

Stanine 7;8;9

ZESTFUL

Zeppia

Liking group action

Likes attention

Sinks personality into group
enterprise

Vigorous

Accepts common standards

CIRCUMSPECTLY**INDIVIDUALISTIC**

Coasthenia

Reflective, internally
restrained

Guarded wrapped up in self

Fastidiously obtrusive

Neurasthenically fatigued

Evaluates coldly

Factor Q₁Low score (-Q₁)

Stanine 1;2;3

High score (+Q₁)

Stanine 7;8;9

SELF-ASSURED

Untroubled adequacy

Placid, secure

Complacent, serene

Self-confident

Cheerful, resilient

Impenitent

Expedient

Insensitive to people's
approval or disapproval

Does not care

Rudely vigorous

No fears

APPREHENSIVE

Guilt proneness

Self-reproaching, insecure

Worrying, troubled

Anxious

Depressed, cries easily

Easily touched, overcome

by moods

Strong sense of obligations

Sensitive to people's
approval or disapproval

Scrupulous, fussy

Hypochondriacal, inadequate

Phobic symptoms

Factor Q₂Low score (-Q₂)

Stanine 1;2;3

High score (+Q₂)

Stanine 7;8;9

SOCIALLY GROUP-DEPENDENT

Group-dependent

"Joiner" and sound follower

SELF-SUFFICIENT

Resourceful

Prefers own decisions

Factor Q₃Low score (-Q₃)

Stanine 1;2;3

High score (+Q₃)

Stanine 7;8;9

UNCONTROLLEDLow self-sentimental
integration

Lax

Follows own urges

Careless of social rules

CONTROLLEDHigh strength of self-
sentimentExacting will-power,
socially precise

Compulsive

Follows self-image

Factor Q₄Low score (-Q₄)

Stanine 1;2;3

High score (+Q₄)

Stanine 7;8;9

RELAXED

Low ergic tension

Tranquil, unfrustrated

Torpid, composed

TENSE

High ergic tension

Driven, frustrated

Overwrought, fretful

Although the fourteen primary factors are functionally unitary traits which are mutually, conceptually and dynamically independent, they are not entirely statistically independent. In other words, the primary factors are mutually correlated, moderately but definitely. This should surprise no one, for the normal course of personality development and the impact of the environmental influences would naturally cause some interaction and intercorrelation of traits.

5.3.3.11 Second-order factors

In addition to the 14 primary traits described several useful scores are calculated from various combinations of the primaries. According to the manual (1984:19) four such combinations, known as second-order factors, arising directly from factor-analytic studies of correlations among primary scales are called extraversion, anxiety, tough poise, and independence.

The second-order factors especially relevant to this study are extraversion and anxiety (see figure 5.2 and figure 5.3).

TABLE 5.2

SIGNIFICANT PRIMARY FACTORS IN EXTRAVERSION

<u>INTROVERSION vs EXTRAVERSION</u>		
Primary factors involved		
Self-sufficient	Q ₂	Group-oriented
Cool	A	Warm
Sober	F	Cheerful
Shy	H	Bold
Withdrawn	J	Vigorous

As the Introversion-Extraversion primary scales indicate, this factor represents a general tendency to social interaction versus a general inhibitedness in all aspects of social interaction. Pupils who score high on this dimension tend to be more sociable and participating. Low-scoring pupils are more withdrawn, and in some cases low scores are indicative of some underlying psychological problem that may require attention.

TABLE 5.3

SIGNIFICANT PRIMARY FACTORS IN ANXIETY

<u>ADJUSTMENT</u>	<u>vs</u>	<u>ANXIETY</u>
Primary factors involved		
Phlegmatic	D	Excitable
Relaxed	Q ₄	Tense
Emotional stability	C	Affected by feelings
Bold	H	Shy
Self-discipline	Q ₃	Undisciplined

According to the manual (1984:20) anxiety is a well-known construct that appears prominently in many psychological theories. People who score high on this scale are admitting to a wide range of problems. They describe themselves as uptight,

tense, irritable, and insecure. They are not able to adapt quickly to stressful situations. An elevated anxiety score should always be taken seriously. Although low scores are generally thought of as more desirable, very low scores may be maladaptive in the sense that no anxiety equals no drive.

Application of this second-order scale should be regarded as a necessary measure because the opportunities for substantially reducing adult psychopathology are at their greatest in childhood. But first, these patterns need to be identified. According to the manual (1984:43) a good beginning would be to recognize abnormally high anxiety levels, because, although high anxiety may be only temporary, it can also be the precursor of adult anxiety disorders. Anxiety in the high school range can be readily measured by scoring the HSPQ for the second-order anxiety factor (see figure 5.3).

5.3.3.12 Further standardisation of the questionnaire

The HSPQ, Forms A and B, was applied to a representative sample of 2 237 Form V Black pupils in 1974. This was done in order to carry out an item analysis to determine the suitability of the items of the questionnaire. The field-work was carried out by officers of the Institute for Psychometric Research of the HSRC.

The results of the item analysis were used to establish norms. Norms were established for Forms A and B for males and females separately and for the population. Consideration was given to

the establishment of separate norms for the different ethnic groups. Although the differences between some of the ethnic groups were significant as regards certain factors, the differences in raw scores were less than 1. The establishment of separate norms for the different ethnic groups was therefore not necessary.

5.3.3.13 Psychometric characteristics

According to the manual (1984:35) the HSPQ is one of the more widely researched among all published psychological tests, and by 1978 it was ranked 74th among 1,184 published psychological tests in terms of published research generated.

Personality tests are also accountable to validity and reliability. One is dealing with validity when one asks the question: Is the instrument measuring what it claims to measure? If so, it is a valid instrument.

One is dealing with reliability when one asks: How consistent are the findings through various administrations? An important aspect of reliability is the extent to which a psychological test or questionnaire is consistent in its measurement. Thus reliability is the measure in which two scores for the same test correspond with each other in a re-application after a short space of time (dependability) or a longer interval (stability) between the two applications.

According to the HSPQ manual (1992:46-47) the test-re-test reliability for the different population groups in South Africa has been calculated in several test administrations and on various occasions. Table 5.4 reflects the test-retest reliability coefficients of each factor for the pupils of the different education departments.

TABLE 5.4
TEST-RETEST RELIABILITY COEFFICIENTS

GROUP	N	FORM	PERIOD ELAPSED	FACTORS													
				A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
DEC:** HOUSE OF ASSEMBLY, FEMALE 1967	442	A	1 WEEK	74	71	74	73	73	75	72	78	75	69	72	69	69	74
DEC: HOUSE OF ASSEMBLY, MALE 1967	438	A	1 WEEK	66	66	75	66	67	69	62	72	68	65	63	61	64	67
DEC:HOUSE OF REPRESENTATIVES STD 7-10 MALE AND FEMALE 1976	868	A	2 WEEKS	64	53	64	63	56	59	60	65	69	56	54	55	60	63
DET:** STD 10 MALE AND FEMALE 1967	233	A	10 DAYS	64	53	58	56	53	60	44	67	52	23	43	47	32	57
DEC: HOUSE OF ASSEMBLY, FEMALE 1967	492	B	1 WEEK	74	62	72	79	60	83	73	81	66	67	75	65	73	73
DEC: HOUSE OF ASSEMBLY, MALE 1967	519	B	1 WEEK	74	60	67	72	61	78	74	69	71	57	70	66	64	66

** DEC: DEPARTMENT OF EDUCATION AND CULTURE
DET: THE DEPARTMENT OF EDUCATION AND TRAINING

If the findings are consistent through repeated administrations, the instrument is considered reliable. According to the HSPQ manual (1984:25) the average short-interval scale reliability for Form A is 0,79.

Another means of looking at the precision with which the HSPQ measures its scales is to calculate the standard error of measurement (SEM). The SEM defines a theoretical range of scores within which the person's "true" score lies. The higher the reliability of the scale, the narrower the range of scores will be and the more confidence we will have that the person's score is close to the true score. The HSPQ manual (1984:26) states that with an average HSPQ reliability of 0,83 for Forms A and B, the SEM equals 0,82. This implies that a person's true score lies within one stanine on either side of the obtained score.

Clark et al (1976:337) states that validity and reliability are not totally independent. Reliability refers to consistency, and an instrument that is not consistent certainly cannot be counted on to give truthful information. Therefore to be valid, an instrument must be reliable. But a reliable instrument may not necessarily be valid. It can give one wrong information consistently.

According to the HSPQ manual (1992:53) the validity of a measuring instrument refers to the extent to which it measures what it is supposed to measure. It is therefore important to look at the validity of the conclusions drawn from the test scores, instead of only considering the validity of the test as such. The HSPQ has been used successfully in a wide variety of research projects and has been used particularly to predict or explain academic achievement, to contribute to career guidance

and to evaluate various forms of behaviour (HSPQ manual 1992:56). The Manual for the HSPQ (1981:61) gives the validity coefficients based on equivalence coefficients (see table 5.5).

TABLE 5.5

VALIDITY COEFFICIENTS DERIVED FROM EQUIVALENCE COEFFICIENTS

HSPQ PERSONALITY FACTORS														
N	A	B	C	D	E	F	G	H	I	J	O	O2	O3	O4
2237	81	50	79	72	53	70	66	79	71	60	74	62	62	68

5.4 PROBLEMS RELATING TO PERSONALITY MEASUREMENT

A problem unique to personality measurement is that some persons completing the questionnaire give a false image of themselves. According to Van den Bergh (1987:105) there are three primary distortions, viz.:

- * Where the person tries to present himself in a more favourable manner than is really the case.
- * Where the person tries to present himself as unfavourably as possible.
- * Where the person is unwilling to answer honestly or where the person simply does not fill in the answer sheet.

Tuckman (1978:161) maintains that a test that is not reliable is not a good test regardless of its other characteristics. Among the factors which contribute to the unreliability of a test such as the HSPQ are:

- 1) familiarity with the particular test form,

- 2) fatigue,
- 3) emotional strain,
- 4) physical conditions of the room in which the test is given,
- 5) health of the test taker,
- 6) fluctuations of human memory,
- 7) amount of practice or experience by the test taker of the specific skill being measured, and
- 8) specific knowledge that has been gained outside of the experience being evaluated by the test.

It is important that the testees are put at ease during the application of the test and that they realise that it will not be to their advantage to distort the results in order to give a misinterpretation of themselves.

As far as personality assessment for this particular study is concerned, a difficulty arose because of the great distances between the various schools concerned. However, qualified guidance teachers at the schools were available to assist in the application and supervision of the personality tests.

5.6 CONCLUSION

In an ever-changing world, where time available seems to be so limited, and close personal attention between educator and educand something of the past, it is necessary that closer observation be paid to the often neglected aspect of the child's personality development.

According to the Manual for the HSPQ (1981:3-4), the development of a pupil's character and personality at school level is critical and such development should receive as much attention as a pupil's academic achievement.

According to Clark et al (1976:348) personality tests are important tools for the teacher because they can be a useful source of information about pupils as they can ascertain to what extent certain personality traits have been achieved. In the context of this study the HSPQ is especially of practical value to identify individuals with possible emotional and behavioural restraints which hamper their scholastic achievements. Information obtained from the HSPQ about the different personality traits of pupils can also be related to their achievements and the influence between these variables can be established.

CHAPTER 6

OWN EMPIRICAL INVESTIGATION

THE RESEARCH: PLANNING, EXECUTION, STATISTICAL CALCULATIONS
AND CONCLUSIONS

6.1 INTRODUCTION

There is a definite need for continuous empirical research in Psychology of Education and Education in general as the requirements and technology continually improve and change, and more and more demands are made on the youth in our dynamic and active world. Mulder (1982:2) states that correct interpretation of statistical information enables the researcher to arrive at certain conclusions and can assist in the formulation of future policy. Research can thus be regarded as a systematic attempt to provide answers to questions.

Smit (Van den Bergh 1987:106) describes scientific research as the search for the truth and the resulting system of true proportions. Oosthuizen, Mulder and Vaughan (1981:10) state that it is the task of educational research to collect relevant data on problems within the educational situation and to make valid and reliable decisions on the problem. According to Van Rensburg (1991:340) educational research has contributed to a more comprehensive understanding of and a wider perspective on children and educators across a broad spectrum. This has led to improved teaching and educational programmes.

As indicated from chapter 1 proficient oral communication by pupils in the school contribute to better adjustment and personality development. The contrary is also true viz. that personality characteristics such as withdrawal and the experience of excessive anxiety could lead to poor oral achievements in oral work. An inability to speak with ease also indirectly influences a pupil's overall academic achievement, especially in languages. This could in turn have a profound influence on the maturation of the child.

The presence or absence of certain personality characteristics which are necessary for proper oral communication is often neglected and regarded as less important when achievement in languages is evaluated. These personality characteristics often play a more dominant role in oral work and the pupil immediately receives positive or negative feedback from the evaluator while the results of a written examination provide feedback only after a certain period of time. His achievement in oral work therefore has a more direct influence on him than his achievements in a written examination where the situational experience is of a different nature. The class oral, be it formal, discussion, debate, role-playing, etc. is an important evaluation method and a positive experience of the situation can reinforce the self-concept of the child. Contact during a close, personal and immediate basis also provides deep experiences and can even hamper the scholastic achievements of a pupil.

In this investigation emphasis will be placed on the relationship between certain personality characteristics of secondary school

pupils and their achievements in English with special reference to proficiency in oral work.

6.2 SPECIFIC AIMS AND OBJECTIVES IN THE EMPIRICAL RESEARCH

In this empirical research an endeavour will be made to realise the following aims:

- * To determine the most significant differences between the personality characteristics of low and high achievers in oral work in the senior secondary school.
- * How do low and high achievers in oral work compare on certain personality characteristics?
- * To identify any functional relationships between the achievements of secondary school pupils in oral work and in the other components of English.
- * To verify whether the language achievements of these pupils relate to their personality characteristics.
- * To determine whether any significant differences exist between the oral achievements in English of girls and boys in the senior secondary school.

The following objectives will also be realised in the investigation:

- * To obtain more knowledge about the influence of personality related aspects which could hamper or benefit pupils during oral evaluation situations.

- * To argue about the validity of allocating a larger share of the overall English marks to the oral component.
- * To obtain specific personality profiles of the low and high achievers in oral work in English in the senior secondary school phase.
- * To be able to determine the significance of the role played by the verbal intelligence of pupils and their other language abilities in achievements in oral work.
- * To correlate the achievements in oral work to variables such as achievements in grammar, written work and composition as well as the different personality characteristics of secondary school pupils.

6.3 PLANNING THE INVESTIGATION

6.3.1 Selection of schools from the accessible population

Three schools were chosen from the accessible population of a total of 12 dual-medium, academic secondary schools in the Boland district of the Cape Province. The Boland region was chosen because the schools in this area are accessible for this research. The method of random sampling was used to select the first two schools and the third school was available as a result of its accessibility for this research.

The three schools are situated in the rural area of the Cape Province and fall within a radius of 150 km from Cape Town. Notable interchange exists between the pupils of the three schools

and those in the urban schools. The pupils from these three schools could be considered as representative of the pupils of the secondary schools for white pupils in the rural area of the Cape Province, and also representative (to a certain extent) of all the pupils in white secondary schools in the Cape Province.

6.3.1.1 The sample

All the standard 9 and 10 pupils from the three schools form the original sample and represent the accessible population, viz. a total of 483 pupils (see Table 6.1). These pupils fall in the age group of between 16 and 19 years.

TABLE 6.1

THE ORIGINAL SAMPLE OF SECONDARY SCHOOL PUPILS

SCHOOLS	STD 9		STD 10	
	BOYS	GIRLS	BOYS	GIRLS
A	29	50	34	42
B	63	77	67	75
C	13	14	7	12
TOTAL	105	141	108	129

N = 483

6.3.1.2 The research groups

The following basic information was obtained for each pupil in the original sample.

1) Their marks achieved for the various components in English.

* Oral mark - the oral mark is a cumulative mark which is subjected to moderation by a superintendent of education in standard 10. All the teachers involved in allocating oral marks to the pupils in the sample group are senior English teachers who have experience as far as oral mark allocation is concerned.

* Prescribed mark - Paper I

* Written work mark - Paper II

* Grammar mark - Paper III

All the marks for the components in English were obtained from the Mid-year or June examinations.

2) Verbal IQ scores obtained from the school records of pupils.¹⁾

3) The sexual status of each pupil.

From the 483 pupils (original sample) two separate research groups, viz. group A and group B were identified as indicated in table 6.2.

TABLE 6.2
COMPOSITION OF SAMPLE

	<table border="1"> <tr> <td style="text-align: center;">LOW ACHIEVERS (a)</td> <td style="text-align: center;">HIGH ACHIEVERS (b)</td> </tr> <tr> <td style="text-align: center;">26</td> <td style="text-align: center;">26</td> </tr> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">14</td> </tr> </table>	LOW ACHIEVERS (a)	HIGH ACHIEVERS (b)	26	26	14	14
LOW ACHIEVERS (a)	HIGH ACHIEVERS (b)						
26	26						
14	14						
<p>GROUP A (N = 40 + 40 = 80)</p>							
<p>GROUP B (N = 100)</p>	72						

1) These scores were obtained from the school records after the application of the General Scholastic Aptitude test (GSAT).

1) Research group A consists of two groups selected on the basis of high and low oral marks in English. The original oral marks were converted to stanines in order to make a proper selection of high and low oral achievers.

The name stanine is an amalgamation of the words "standard" and "nine", and it signifies that these standard scores have been grouped into nine categories. A summary, according to Mulder (1982:205), of the areas enclosed by the stanines after z-scores have been calculated, is presented in Table 6.3.

TABLE 6.3
LIMITS AND AREAS OF STANINES

<u>STANINES</u>	<u>LIMITS</u>	<u>% OF AREA</u>
9	+ ∞ to +1,75z	4
8	+1,75z to +1,25z	7
7	+1,25z to +0,75z	12
6	+0,75z to +0,25z	17
5	+0,25z to -0,25z	20
4	-0,25z to -0,75z	17
3	-0,75z to -1,25z	12
2	-1,25z to -1,75z	7
1	-1,75z to - ∞	4

The z-score for the oral mark of each pupil was calculated and the two groups were then selected according to their stanine scores.

The low achievers in oral work consist of pupils whose stanine scores were 1, 2 or 3. The high achievers included those pupils

whose stanine scores were 7, 8 or 9. The following division of pupils according to stanine scores was made:

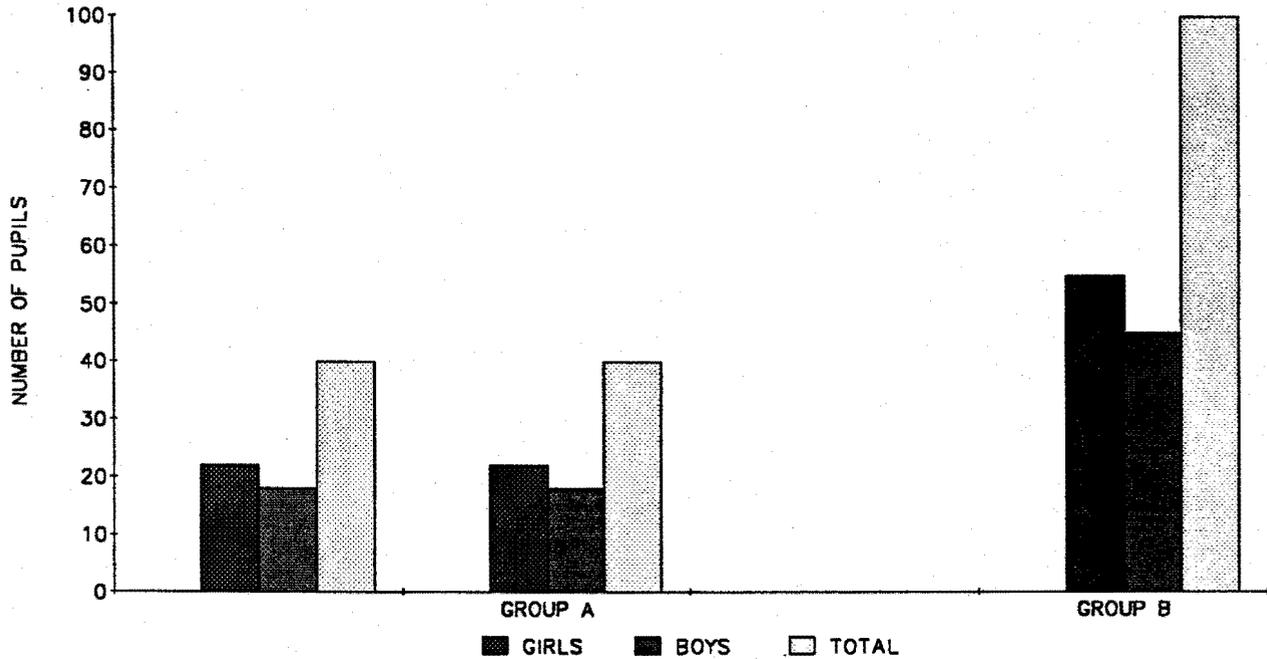
- * Stanine scores of 1, 2 or 3 = 122 pupils (low oral marks)
- * Stanine scores of 4, 5, or 6 = 220 pupils (average marks)
- * Stanine scores of 7, 8 or 9 = 141 pupils (high oral marks)

Because of circumstances and prior commitments a large portion of the std 9 pupils of one of the three schools was not available for the later completion of the HSPQ. A new selection was then made from the standard 10 pupils in this school.

A group of 40 pupils who achieved low marks (stanine 1, 2 or 3) in oral work was randomly selected and 22 girls and 18 boys were involved. Another randomly selected 40 pupils, 22 girls and 18 boys, who achieved high oral marks (stanine 7, 8 or 9) were also involved (see figure 6.1). Research group A therefore consists of two sub-groups.

FIGURE 6.1

RESEARCH GROUPS A and B



2) Research group B was chosen from the original large sample of 483 pupils (thus including the 80 pupils of research group A). Group B comprises of a total of 100 randomly selected pupils; 55 girls and 45 boys (see figure 6.1). Each one of the 100 pupils from the original sample of 483 pupils thus had an equal chance of being selected. The names of all the pupils were written on equally sized slips of paper and placed into a container and shuffled. The papers were then drawn out one by one until the predetermined number of 100 pupils was obtained. Group B now consists of 28 pupils from group A and another 72 pupils (see Table 6.4). Pupils who could not be used, for example those that had left the school, were simply disregarded.

During the selection of research groups A and B a total of 152 pupils answered the personality questionnaire.

TABLE 6.4
FINAL SAMPLE (Two research groups)

GROUPS	(a) Low Achievers	(b) High Achievers	(c) Other Achievers	
A (a)	40			N = 80
(b)		40		
B (a)	14			N = 100
(b)		14		
(c)			72	

6.3.2 Measuring instruments

The measuring instruments used in this research are the examinations in English for standards 9 and 10 (paper and oral examinations) which were applied during June 1993 and the High School Personality Questionnaire (HSPQ) which was completed during September 1993.

The marks for the different components of English First language and English Second Language refer to the prescribed work (paper I),

written work (paper II), grammar (paper III) and oral work (see Table 6.5).

TABLE 6.5
ALLOCATION OF ENGLISH MARKS

ENGLISH FIRST LANGUAGE HG						ENGLISH SECOND LANGUAGE HG				
PAPER	I	II	III	ORAL		I	II	III	ORAL	
MARKS	120	100	130	50	400	60	100	70	70	300
RATIO	30	25	32.5	12.5	100%	20	33.3	23.3	23.3	100%

In the original sample of 483 pupils the apportionment is as follows: English First Language - 151

English Second Language - 332.

No differentiation was made between the marks for the various grades of English. All the marks for the various components of English were converted to percentages.

It was decided to use a standardised technique to investigate the personality characteristics of the research groups. The validity and reliability coefficients of these instruments are available and appropriate information about each individual pupil on a broad spectrum of personality dimensions could be gathered within a short space of time. This questionnaire has been used with success in many countries all over the world, thereby also giving evidence of

its intercultural stability of the personality dimensions measured in the questionnaire.

According to the Manual for the HSPQ (1992:18) the HSRC has standardised the HSPQ for high school pupils in South Africa and made available norms for Forms A and B, for the group as a whole, and separately for boys and girls. It was found that the 1989 norms could be used for all pupils in South African high schools, provided that the necessary amount of care was taken.

The scores on the 14 personality factors obtained by the 80 pupils of research group A who answered the personality questionnaire were converted to stanines. These stanine scores were used to describe the personality profile of research group A, viz. the low and high achievers in oral work. The raw scores were converted to stanine scores because it expresses a person's score relative to the scores of the particular population. By using stanines the scores the testee obtained for the various factors can also be compared to one another.

6.3.3 Stating the hypotheses

6.3.3.1 General remarks

Tuckman (1978:12) states that once a problem has been identified, the empirical researcher should employ the logical processes of deduction and induction to formulate an expectation of the outcome of the study. In other words, a hypothesis must be constructed

with the eventual purpose of testing it to determine the probability that it is supported by fact.

According to Tuckman (1978:25) a hypothesis has the following characteristics:

- * It should conjecture upon a relationship between two or more variables.
- * It should be stated clearly and unambiguously.
- * It should be testable.

6.3.3.2 Investigating some assumptions

In order to investigate the first assumption of this study the following information will be compared in order to identify the differences in personality traits between the low and high achievers in oral work:

- * oral marks achieved
- * the verbal IQ-scores according to the General Scholastic Aptitude Test (GSAT) and
- * the HSPQ, with particular attention to the 14 factors.

<u>HSPQ-factors</u>	<u>Description</u>
A	- reserved / outgoing
B	- low mental capacity / high general mental capacity
C	- emotional instability / stability
D	- phlegmatic temperament / excitability
E	- submissiveness / dominance
F	- soberness / carefreeness
G	- opportunistic / conscientious
H	- shyness / social boldness
I	- tough-mindedness / tender-mindedness
J	- zestfulness / individualism
O	- self-assurance / proneness to guilt feelings
Q ₂	- group dependency / self-sufficiency
Q ₃	- lack of control / self-control
Q ₄	- relaxedness / tenseness

According to the earlier literature study, and as substantiated by Dobie (1976:264), it seems that certain personality factors such as anxiety and a low self-concept play an adverse role in the oral achievements of pupils in secondary schools. Stated alternatively, pupils experiencing anxiety during oral evaluation situations and who have a low self-concept, will not achieve according to their potential during such evaluation situations. Pupils experiencing excess anxiety and who possess an introverted personality seem not to achieve as well in oral examinations as in written examinations. In the second instance this investigation will also involve the following matter. When looking at the practical situation in schools and considering the marks of pupils it seems that the higher the IQ level of pupils the greater their expected overall scholastic achievements, including their marks obtained for oral work. Therefore pupils' IQ scores relate positively to their scholastic achievements and probably to their achievements in oral work.

A third assumption in this study is that other factors relating to the personality of secondary school pupils such as shyness, tenseness, conscientiousness and various skills in language play a prominent determining role in the achievements of these pupils in oral work. It will therefore be necessary to determine by means of correlation the strength of these relationships between these above-mentioned variables.

A fourth assumption seems true that a possible significant difference will exist between the achievements of boys and girls in oral work. Girls usually score higher marks than boys in oral work if their achievements in English are compared.

6.3.3.3 Hypotheses

Considering the different questions relating to the problem statement in Chapter 1 as well as the assumptions mentioned in this chapter it is possible to state the following alternative hypotheses (H_1)¹⁾ :

1. H_1 : THERE EXIST SIGNIFICANT DIFFERENCES BETWEEN THE PERSONALITY CHARACTERISTICS OF LOW AND HIGH ACHIEVERS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL
2. H_1 : THERE EXIST SIGNIFICANT RELATIONSHIPS BETWEEN THE ACHIEVEMENTS OF SECONDARY SCHOOL PUPILS FOR THE FOUR COMPONENTS IN ENGLISH AND THEIR PERSONALITY CHARACTERISTICS
3. H_1 : THERE EXISTS A SIGNIFICANT DIFFERENCE BETWEEN THE AVERAGE ACHIEVEMENTS OF GIRLS AND BOYS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

1) The null hypotheses appear on p 18 in chapter 1.

6.4 PERMISSION TO DO THE INVESTIGATION

A written request was sent to the Department of Education and Culture for the Cape Education Department asking for permission to use the English marks of pupils, as well as applying the HSPQ on a selected group of pupils from the three secondary schools in the Boland area.

This request was granted by the Department (Addendum A), but permission had to be obtained from the schools themselves. The schools concerned were contacted and permission was readily granted on condition that the names of the schools, as well as the names of the pupils remained anonymous. The supervision of applying the personality questionnaire was done by the researcher.

6.4.1 Acquisition of the information

6.4.1.1 Planning and execution

The data, viz. the marks for the various components in English, as well as additional data such as the sexual status and the verbal IQ scores of the testees from the different schools, was obtained from the 1993 mid-year examination and other records.

The HSPQ was applied at four different times during a stage late in the third term. This procedure is in accordance to the requirements set forth in the manual of the HSPQ.

* School A - 56 pupils were tested in 2 separate groups and

assistance was received each time from the guidance teacher.

- * School B - A total of 72 pupils were tested in a single group. The guidance teacher and the head of the English department of school B helped with the application of the HSPQ.
- * School C - 24 pupils were tested in 1 group. The senior English teacher helped with the application of the questionnaire.

6.4.1.2 Using the questionnaire

Pupils were selected to partake in the HSPQ according to the procedures mentioned earlier. The names of pupils who were not available or who had not completed the June examination were disregarded and substitute pupils were used. A total of 152 pupils eventually answered the HSPQ. Two groups of 40 pupils each made up the total of 80 for research group A. The pupils of group A were also taken into consideration during the selection of group B. Group B eventually consisted of 72 additional pupils as well as 28 from group A. Group B thus comprises of different achievers in oral work in English.

After the testees completed the questionnaires any irregularities were detected. The answer sheets were then marked according to the hand-scoring procedure by means of the two scoring stencils as supplied by the HSRC.

6.4.2 Statistical techniques

There seems sufficient evidence to suggest that the population being investigated displays a normal distribution with respect to the variables being researched, such as the English marks achieved, personality factors, verbal IQ and sex. The statistical techniques to be used to test the various hypotheses will therefore be parametric tests. It is necessary to establish whether there exist significant differences and relationships between certain variables, and thus the following techniques were used in the hypotheses testing:

1. A t-test for two sets of independent data where there are scores available for two groups, viz. high and low oral achievers (research group A). These groups will be compared with respect to specific variables (their personality characteristics).
2. The Pearson Product Moment correlation coefficients have to be calculated between the different marks in English and the HSPQ-scores as well as the Verbal Intelligence-scores. Significant correlation coefficients indicate that certain factors in the personality are more influential to the achievements of secondary school pupils in English. One research group, viz. research group B, will be involved in the calculations.
3. A t-test for two sets of independent data where the male and female pupils form the two groups and the specific variable being their achievements in oral work being compared. Research group B will be involved in the research.

Because, as stated by Mulder (1982:135), it very seldom happens that groups will correspond perfectly, there usually is a difference to be found between the groups. For proper interpretation of results and to make acceptable conclusions a level of significance (5% or 1%) will be used to accept or reject the null hypotheses. During the interpretation of results due consideration has to be given to the subjective nature of oral mark allocation as well as the complexity of personality testing.

6.4.3 Statistical calculations, graphic representations and conclusions

6.4.3.1 Achievements in English, scores on the HSPQ and verbal IQ's for research group A

The English marks and the HSPQ-scores as presented in the following tables are to be used.

Table 6.6 - The low achievers in oral work and their HSPQ and GSAT-scores (verbal subtests)

Table 6.7 - The high achievers in oral work and their HSPQ and GSAT-scores (verbal subtests).

These tables indicate the scores obtained for the various components in English as well as the HSPQ scores. The verbal IQ scores are also presented. The scores for the various HSPQ factors have been converted into stanines according to the appropriate table provided by the HSPQ manual (1992:62-63).

TABLE 6.6

**ENGLISH MARKS OF LOW ACHIEVERS IN ORAL WORK (STANINES),
THEIR HSPQ-SCORES (STANINES) AND VERRAL INTELLIGENCE COEFFICIENTS**

N	STANINE	IQ	ENGLISH MARKS				HSPQ-SCORES													
			ORAL	GRAM	PRES	COMPO	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
1	3	90	54	14	50	45	5	4	4	5	6	4	4	5	1	6	8	7	4	6
2	3	111	51	33	62	65	4	7	4	3	5	3	4	5	5	2	4	8	7	2
3	1	126	44	52	34	58	4	7	4	7	7	4	4	6	7	4	5	3	6	6
4	2	126	48	58	54	53	4	4	7	3	2	7	6	4	1	6	5	8	4	5
5	1	122	46	53	50	55	2	6	8	4	6	5	7	9	6	4	7	7	4	3
6	2	123	48	64	54	67	9	9	3	3	5	6	2	4	6	3	6	7	4	3
7	2	106	50	31	55	42	4	2	4	3	9	5	4	2	6	4	7	7	8	5
8	2	110	50	51	70	52	4	7	3	6	7	5	4	1	3	6	9	5	5	6
9	1	100	46	50	45	49	7	6	5	4	4	9	1	6	4	4	4	3	3	7
10	1	102	46	30	22	47	2	3	4	4	2	2	7	3	6	5	5	4	4	5
11	1	87	43	24	20	43	3	5	6	6	5	7	5	3	3	5	5	7	3	7
12	3	119	53	64	65	60	5	6	4	2	5	4	4	4	6	6	7	7	7	8
13	2	108	47	26	47	52	8	7	5	3	6	3	5	8	8	2	3	5	5	5
14	1	104	44	50	48	48	5	7	7	6	4	4	7	6	8	2	3	2	4	4
15	3	104	54	35	16	40	2	6	4	9	4	1	3	1	7	7	7	5	5	4
16	2	89	50	27	30	33	4	1	6	3	6	5	4	7	5	4	4	7	6	4
17	3	94	51	41	33	50	5	6	7	3	3	6	6	6	6	7	4	5	5	5
18	1	80	46	12	13	38	4	7	4	4	6	2	4	3	6	8	5	8	5	2
19	3	121	51	63	50	48	2	5	4	6	5	6	4	1	6	4	5	5	5	8
20	3	104	51	31	40	40	8	4	4	6	6	4	4	4	9	4	7	2	3	5
21	3	103	54	34	60	53	6	6	5	3	1	4	5	4	2	5	1	5	6	4
22	3	109	54	40	60	40	5	5	7	6	5	5	4	7	7	7	5	7	5	4
23	2	116	50	36	40	41	7	5	4	6	5	5	4	5	5	5	4	5	6	5
24	3	93	51	33	10	45	3	5	1	4	3	4	5	1	6	5	5	8	3	5
25	2	110	49	36	57	51	4	6	4	3	9	5	1	5	7	6	6	8	2	6
26	2	87	49	26	20	46	6	4	5	7	6	4	6	5	7	5	6	3	5	4
27	2	112	49	37	23	46	4	5	7	6	4	2	5	5	2	7	5	8	8	3
28	2	108	50	23	27	43	7	7	3	7	3	2	4	1	5	8	7	7	4	8
29	3	112	54	49	43	50	3	3	4	4	6	1	4	2	2	7	6	6	2	4
30	3	92	52	46	52	38	1	3	3	3	5	3	3	5	6	4	3	2	5	3
31	3	94	52	50	37	43	5	3	5	3	5	2	4	3	8	7	5	2	4	4
32	2	99	50	37	10	46	7	6	9	3	5	4	4	4	2	3	3	6	9	6
33	3	105	54	17	20	65	5	4	4	5	4	5	2	2	2	4	8	6	3	6
34	1	95	46	62	56	60	1	6	3	9	3	2	3	1	6	8	7	8	3	8
35	1	104	46	50	38	46	1	5	1	5	5	5	1	6	4	6	7	8	5	6
36	1	92	41	41	35	54	4	5	6	6	6	5	6	4	4	5	5	9	5	4
37	1	116	44	26	15	48	4	5	5	3	7	4	2	6	3	5	5	4	5	7
38	1	108	44	33	50	46	1	6	5	3	4	1	3	1	2	8	4	9	7	6
39	2	108	50	60	73	60	6	4	3	8	3	4	1	4	5	6	8	6	3	1
40	2	101	50	39	37	47	5	1	6	7	5	7	2	5	6	6	5	3	3	3
AVERAGE :		104.8	49.1	39.6	40.5	48.8	4.4	5.1	4.7	4.8	4.9	4.2	4.0	4.0	5.0	5.3	5.4	5.8	4.7	5.0

STANINES

1

2

3

N

12

14

14

40

TABLE 6.7

**ENGLISH MARKS OF HIGH ACHIEVERS IN ORAL WORK (STANINES),
THEIR HSPO-SCORES (STANINES) AND VERBAL INTELLIGENCE COEFFICIENTS**

N	STANINE	IQ	ENGLISH MARKS				HSPO-SCORES													
			ORAL	GRAM	PRES	COMPO	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
1	7	123	68	54	67	66	8	9	8	6	7	8	7	5	8	5	4	5	3	3
2	7	115	68	38	42	59	7	6	8	2	6	5	7	9	7	5	3	8	7	5
3	9	108	73	60	87	70	8	7	7	2	6	9	3	8	8	2	4	1	1	4
4	7	97	69	43	40	63	6	4	4	2	7	6	5	7	6	2	3	3	4	4
5	8	106	70	63	70	68	6	6	7	5	6	6	4	4	4	2	8	7	1	6
6	8	105	71	53	38	70	4	6	7	3	4	5	6	5	8	6	3	7	7	4
7	8	109	71	37	67	70	9	5	8	3	6	5	7	7	7	5	5	6	3	4
8	7	113	69	55	67	68	4	5	5	7	7	6	5	4	6	2	5	9	2	3
9	7	94	66	52	73	55	6	9	5	3	7	5	7	8	8	5	4	7	5	1
10	7	140	69	71	80	66	6	9	7	3	5	7	4	4	9	4	4	6	4	1
11	8	111	70	54	55	60	6	4	5	5	9	8	5	5	4	2	4	4	6	3
12	7	117	66	53	66	61	7	4	6	5	6	5	7	7	8	2	3	3	5	5
13	8	125	70	63	67	64	7	5	6	9	5	9	2	9	6	4	3	5	3	5
14	9	137	76	71	73	63	4	7	7	2	4	8	3	8	7	7	2	7	5	1
15	9	110	74	54	75	64	2	6	3	1	3	6	8	6	6	6	8	7	7	5
16	9	137	74	66	67	65	5	6	5	6	5	5	7	8	9	5	6	4	7	4
17	9	121	79	54	43	60	7	7	7	3	9	5	9	7	8	6	5	6	5	4
18	9	115	80	67	83	65	1	6	3	2	5	6	6	4	4	3	8	5	4	2
19	9	123	76	67	67	70	2	6	8	4	4	6	9	7	5	7	5	5	5	5
20	7	127	66	50	57	63	9	7	4	5	7	9	3	5	6	2	5	6	2	7
21	7	119	68	55	57	60	8	7	8	4	7	9	7	6	5	4	3	6	4	3
22	7	110	66	70	67	66	8	7	8	3	9	9	2	8	8	4	7	3	4	8
23	7	107	68	42	56	63	5	7	9	4	6	5	8	8	6	7	2	7	5	1
24	7	128	68	37	68	70	5	7	3	6	7	6	3	4	9	4	4	3	2	9
25	7	130	68	77	77	70	6	9	6	4	6	5	7	7	9	5	4	6	5	6
26	8	129	71	67	53	60	4	6	8	2	5	6	3	7	3	5	4	8	5	4
27	7	121	67	61	53	49	4	3	6	5	3	6	5	4	5	5	3	5	3	5
28	7	120	69	49	67	60	6	6	3	4	4	9	4	3	8	6	7	4	5	8
29	9	114	74	70	73	60	5	9	6	2	4	3	4	6	5	3	4	6	5	4
30	8	119	71	50	40	65	7	6	4	6	9	6	1	5	7	5	8	8	2	5
31	9	131	74	71	47	60	7	6	6	3	9	8	6	8	5	5	6	6	5	3
32	9	128	80	74	43	63	9	7	9	1	7	4	9	9	9	8	1	6	7	2
33	7	115	66	46	42	71	4	9	5	6	7	4	2	4	8	6	8	6	5	5
34	8	130	70	56	46	65	6	7	5	7	4	4	6	6	8	9	4	4	5	6
35	7	89	66	48	50	40	5	7	4	3	6	6	5	6	7	2	5	4	5	5
36	8	112	70	43	55	59	3	3	6	5	4	3	3	7	6	7	4	7	5	7
37	7	104	68	50	48	63	7	7	7	3	7	9	6	8	3	1	4	6	7	3
38	7	96	68	28	45	55	7	4	8	3	6	8	6	6	7	3	4	1	5	3
39	7	102	69	64	67	66	5	6	7	4	7	5	6	5	7	1	7	6	4	3
40	8	133	72	48	43	60	9	9	6	2	5	6	5	9	7	5	4	6	4	2
AVERAGE :		116.8	70.5	55.8	59.5	62.9	5.9	6.4	6.1	3.9	6.0	6.3	5.3	6.3	6.7	4.4	4.6	5.5	4.5	4.2

STANINES	N
7	20
8	10
9	10
	40

In Table 6.8 appear the pupil totals after the conversion of raw scores in oral work to stanines of group A (low and high oral achievers).

TABLE 6.8
DIVISION OF STANINES ACCORDING TO
LOW AND HIGH ORAL ACHIEVERS

STANINE		TOTALS	
LOW	1	12	
	2	14	
	3	14	N = 40
HIGH	7	20	
	8	10	
	9	10	N = 40

Table 6.9 is a summary of the HSPQ averages (stanines) for the high and low oral achievers (Group A). This comparison of HSPQ-scores (stanines) is also portrayed in Figure 6.2.

TABLE 6.9
STANINE AVERAGES OF THE HSPQ FOR HIGH AND LOW ORAL ACHIEVERS

FACTOR	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
LOW ACHIEVERS	4.4	5.1	4.7	4.8	4.9	4.2	4.0	4.0	5.0	5.3	5.4	5.8	4.7	5.0
HIGH ACHIEVERS	5.9	6.4	6.1	3.9	6.0	6.3	5.3	6.3	6.7	4.4	4.6	5.5	4.5	4.2

The high achievers in oral work scored higher average stanines on the following HSPQ factors A, B, C, E, F, G, H, and I, and lower average stanines on factors D, J, O, Q₂, Q₃ and Q₄.

Profile I and II indicate the HSPQ-scores for the low as well as high achievers in oral work (Group A). From these profiles it can be seen inter alia that low oral achievers score under a stanine of 5 for factors A, C, D, E, F, G, H, and Q₃. The pupils as a group tend to be more reserved, cool, silent, serious, quitting, undependable, threat-sensitive, shy and timid.

PROFILE I

HSPQ PROFILE FOR LOW ORAL ACHIEVERS

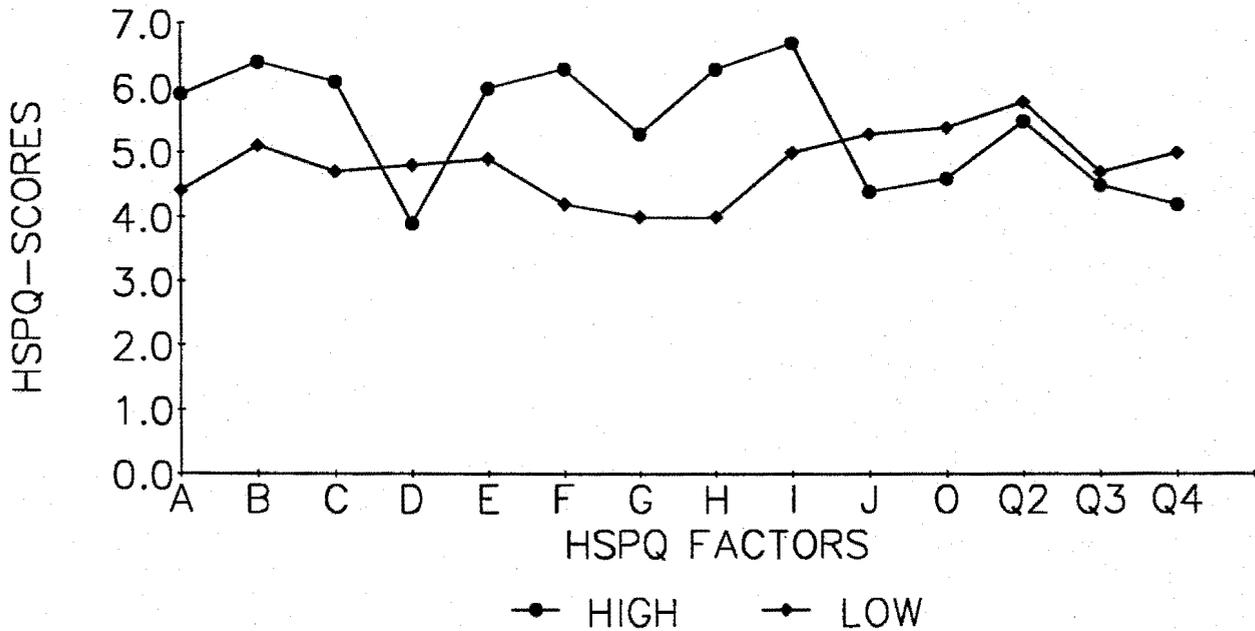
HSPQ	STANINE 1, 2, 3 LOW SCORE DESCRIPTION	AVERAGE									STANINE 7, 8, 9 HIGH SCORE DESCRIPTION
		LOW	AVERAGE							HIGH	
		1	2	3	4	5	6	7	8	9	
A	CRITICAL, RESERVED, COOL	*	*	*	*	*	*	*	*	*	WARM, SOFT-HEARTED, PARTICIPATING
B	DULL, LESS INTELLIGENT	*	*	*	*	*	*	*	*	*	MORE INTELLIGENT, BRIGHT
C	EMOTIONALLY IMMATURE AND UNSTABLE	*	*	*	*	*	*	*	*	*	EMOTIONALLY MATURE, STABLE
D	DELIBERATE, STODGY, PLACID	*	*	*	*	*	*	*	*	*	UNRESTRAINED, NERVOUS
E	OBEDIENT, MILD, DEPENDENT	*	*	*	*	*	*	*	*	*	ASSERTIVE, AGGRESSIVE, REBELLIOUS
F	SOBER, SILENT, SERIOUS	*	*	*	*	*	*	*	*	*	HAPPY-GO-LUCKY, ENTHUSIASTIC
G	CASUAL, QUITTING, UNDEPENDABLE	*	*	*	*	*	*	*	*	*	CONSCIENTIOUS, PERSEVERING
H	THREAT-SENSITIVE, SHY, TIMID	*	*	*	*	*	*	*	*	*	VENTURESOME, THICK- SKINNED
I	PRACTICAL, TOUGH- MINDED	*	*	*	*	*	*	*	*	*	TENDER MINDED, SENSITIVE, PROTECTED
J	VIGOROUS, GOES READILY WITH GROUP	*	*	*	*	*	*	*	*	*	INDIVIDUALISTIC, OBSTRUCTIVE, REFLECTIVE
O	SECURE, RESILIENT, CONFIDENT	*	*	*	*	*	*	*	*	*	DISCOURAGED, WORRYING, SELF-REPROACHING
Q2	GROUP FOLLOWER, VALUES SOCIAL APPROVAL	*	*	*	*	*	*	*	*	*	MAKES OWN DECISIONS, RESOURCEFUL
Q3	CARELESS, IGNORES STANDARDS, LAX	*	*	*	*	*	*	*	*	*	SELF-CONTROLLED, SELF-RESPECTING
Q4	RELAXED, COMPOSED	*	*	*	*	*	*	*	*	*	TENSE, DRIVEN, IRRITABLE

PROFILE II

HSPQ PROFILE FOR HIGH ORAL ACHIEVERS

HSPQ	STANINE 1, 2, 3	AVERAGE									STANINE 7, 8, 9
	LOW SCORE DESCRIPTION	1	2	3	4	5	6	7	8	9	HIGH SCORE DESCRIPTION
A	CRITICAL, RESERVED, COOL	*	*	*	*	*	*	*	*	*	WARM, SOFT-HEARTED, PARTICIPATING
B	DULL, LESS INTELLIGENT	*	*	*	*	*	*	*	*	*	MORE INTELLIGENT, BRIGHT
C	EMOTIONALLY IMMATURE AND UNSTABLE	*	*	*	*	*	*	*	*	*	EMOTIONALLY MATURE, STABLE
D	DELIBERATE, STODGY, PLACID	*	*	*	*	*	*	*	*	*	UNRESTRAINED, NERVOUS
E	OBEDIENT, MILD, DEPENDENT	*	*	*	*	*	*	*	*	*	ASSERTIVE, AGGRESSIVE, REBELLIOUS
F	SOBER, SILENT, SERIOUS	*	*	*	*	*	*	*	*	*	HAPPY-GO-LUCKY, ENTHUSIASTIC
G	CASUAL, QUITTING, UNDEPENDABLE	*	*	*	*	*	*	*	*	*	CONSCIENTIOUS, PERSEVERING
H	THREAT-SENSITIVE, SHY, TIMID	*	*	*	*	*	*	*	*	*	VENTURESOME, THICK-SKINNED
I	PRACTICAL, TOUGH-MINDED	*	*	*	*	*	*	*	*	*	TENDER MINDED, SENSITIVE, PROTECTED
J	VIGOROUS, GOES READILY WITH GROUP	*	*	*	*	*	*	*	*	*	INDIVIDUALISTIC, OBSTRUCTIVE, REFLECTIVE
O	SECURE, RESILIENT, CONFIDENT	*	*	*	*	*	*	*	*	*	DISCOURAGED, WORRYING, SELF-REPROACHING
Q2	GROUP FOLLOWER, VALUES SOCIAL APPROVAL	*	*	*	*	*	*	*	*	*	MAKES OWN DECISIONS, RESOURCEFUL
Q3	CARELESS, IGNORES STANDARDS, LAX	*	*	*	*	*	*	*	*	*	SELF-CONTROLLED, SELF-RESPECTING
Q4	RELAXED, COMPOSED	*	*	*	*	*	*	*	*	*	TENSE, DRIVEN, IRRITABLE

FIGURE 6.2

AVERAGE HSPQ STANINE SCORES FOR LOW
AND HIGH ORAL ACHIEVERS

According to Profile I the average stanines of low achievers in oral work are below a stanine 5 for factors A, C, D, E, F, G, H and Q₃. These pupils tend to be more reserved, unstable, placid, mild, silent and serious. Furthermore these pupils appear casual and lax and tend to give up easily.

According to Profile II the average stanines of high achievers in oral work are above a stanine 5 for factors A, B, C, E, F, G, H, I and Q₂. These pupils as a group tend to be bright, more intelligent, emotionally mature, stable, happy-go-lucky, enthusiastic, venturesome, tender-minded and sensitive.

6.4.3.2 Achievements in English, scores on the HSPQ and verbal IQ's for research group B

In Tables 6.10 and 6.11 information of Group B appears. This group consists of 100 randomly selected secondary school pupils. Their raw scores for the four components in English, viz. oral, grammar, prescribed and written work are indicated. The tables also show the raw scores obtained for each of the HSPQ factors and the verbal IQ for each testee. The first 55 testees (numbers 1 to 55) in Table 6.10 of this group are female pupils and the latter 45 (numbers 56 to 100) in Table 6.11 are male pupils.

TABLE 6.10

ENGLISH MARKS, HSPQ-SCORES (RAW SCORES) AND VERBAL INTELLIGENCE COEFFICIENTS FOR GIRLS IN THE SECONDARY SCHOOL

N	IQ	COMPONENTS IN ENGLISH				PERSONALITY FACTORS ACCORDING TO THE HSPQ (RAW SCORES)													
		ORAL%	GR%	PRES%	COMPO	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
1	98	51	36	57	60	17	5	8	12	10	10	12	16	8	8	12	10	10	12
2	112	66	49	70	63	10	8	4	10	3	2	5	4	14	14	18	14	10	12
3	103	62	33	46	58	10	9	12	9	8	6	13	7	16	8	2	10	10	2
4	128	64	48	64	59	8	9	10	10	11	11	16	10	16	9	10	9	12	8
5	134	68	47	60	69	12	10	13	18	9	13	13	11	15	10	15	4	10	14
6	119	74	64	83	70	10	8	17	5	6	6	15	12	12	6	10	13	20	5
7	97	66	56	57	56	12	9	5	15	9	11	15	3	20	10	12	7	11	12
8	115	59	44	33	60	14	8	8	13	8	10	17	10	18	12	12	10	14	10
9	135	58	50	63	61	9	10	12	3	10	13	17	7	15	8	10	9	13	5
10	121	60	34	47	52	15	7	8	11	13	13	6	6	14	9	15	5	12	15
11	102	64	33	44	58	16	9	8	13	9	16	7	10	16	4	12	9	5	11
12	104	51	56	77	74	17	7	10	11	12	12	10	10	20	8	14	6	10	12
13	107	64	59	57	67	10	9	12	13	9	10	11	8	18	6	11	9	10	12
14	96	60	43	40	51	11	7	4	12	15	11	8	2	14	13	12	14	4	14
15	119	68	70	78	69	16	9	12	12	2	8	17	11	18	10	9	12	14	12
16	109	70	70	60	66	11	8	10	10	9	4	15	3	15	14	10	6	3	11
17	115	60	23	73	40	14	9	9	5	7	17	11	14	16	4	9	8	12	9
18	122	60	67	70	60	11	10	9	8	11	11	15	12	15	9	14	7	11	9
19	108	69	47	43	60	8	8	12	10	9	7	12	8	16	9	10	5	12	13
20	119	64	55	54	67	12	10	12	7	7	12	14	16	18	12	9	9	12	2
21	103	60	46	57	60	9	7	13	7	7	10	12	11	18	6	11	5	14	8
22	96	64	53	63	61	6	8	6	13	6	10	7	2	18	13	12	14	10	14
23	115	50	40	27	55	9	7	10	9	8	13	15	6	11	6	13	12	13	6
24	113	48	48	50	58	9	8	10	12	12	18	6	10	15	10	15	8	3	16
25	104	56	45	45	62	11	7	6	12	11	15	13	12	18	2	11	3	11	8
26	113	60	45	41	55	12	8	12	9	12	10	15	6	20	7	8	10	10	12
27	131	52	60	63	64	13	8	8	12	15	14	7	12	17	9	7	7	7	7
28	118	60	56	47	57	12	9	6	15	12	16	6	12	16	10	14	8	5	18
29	102	54	61	53	61	3	7	5	13	4	6	9	9	13	12	13	13	14	14
30	124	66	40	63	59	13	10	15	1	5	10	17	12	16	9	10	6	14	8
31	105	69	33	47	58	10	9	7	16	8	12	14	4	15	12	16	15	9	9
32	123	73	66	63	66	8	8	15	10	5	4	14	8	16	10	10	15	13	10
33	141	80	74	64	69	13	9	11	11	15	16	9	14	18	10	11	12	16	8
34	128	80	68	60	70	10	10	12	9	5	7	16	6	18	13	14	8	10	12
35	100	60	32	45	55	13	10	9	7	9	8	12	8	14	13	9	8	10	8
36	128	68	58	50	64	12	8	10	10	12	6	12	18	16	2	11	4	9	9
37	120	74	55	63	67	6	9	11	10	6	4	11	6	18	16	12	14	11	15
38	129	58	56	62	68	8	10	17	5	9	13	18	18	16	14	7	10	12	5
39	97	64	45	48	55	6	7	9	10	3	8	15	8	18	4	14	5	12	13
40	109	66	50	52	63	9	9	11	11	6	11	15	6	12	12	10	11	12	8
41	136	66	62	63	66	7	9	7	6	7	10	16	4	15	6	13	12	9	10
42	123	68	54	67	66	16	10	14	12	12	15	15	8	18	8	10	8	8	7
43	108	73	60	87	70	16	9	13	6	9	19	9	14	18	3	10	2	4	9
44	111	70	54	55	60	13	6	9	11	15	15	13	9	13	4	9	7	13	8
45	137	76	71	73	63	8	9	12	5	7	15	9	15	17	11	6	11	12	4
46	117	64	53	66	61	14	6	11	11	10	9	15	12	18	4	8	6	12	10
47	121	79	54	43	60	14	9	12	8	14	10	18	12	18	10	12	10	12	9
48	125	70	63	67	64	14	7	11	17	8	16	8	16	16	7	8	9	9	10
49	90	54	14	50	45	11	6	8	11	10	7	11	9	6	10	16	12	10	12
50	111	51	33	62	65	8	9	8	7	8	6	11	8	14	4	9	13	14	5
51	106	50	31	28	42	9	4	7	8	14	10	11	3	15	7	14	12	16	11
52	102	46	30	22	47	6	5	7	10	3	5	16	5	16	8	11	7	10	11
53	108	47	26	47	52	15	9	10	8	10	6	13	14	18	4	8	8	11	10
54	104	54	35	16	40	5	8	7	18	6	1	9	0	13	17	12	12	9	9
55	80	46	12	13	38	8	9	8	10	9	5	11	5	15	13	12	13	11	5

TABLE 6.11

ENGLISH MARKS, HSPQ-SCORES (RAW SCORES) AND VERBAL INTELLIGENCE COEFFICIENTS FOR BOYS IN THE SECONDARY SCHOOL

N	IQ	COMPONENTS IN ENGLISH				PERSONALITY FACTORS ACCORDING TO THE HSPQ (RAW SCORES)													
		ORAL%	GR%	PRES%	COMPO	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
56	105	50	23	53	38	9	9	11	12	15	15	15	15	12	7	13	11	9	10
57	122	60	35	35	63	12	10	14	9	9	14	8	12	14	9	8	12	10	12
58	94	56	36	43	61	2	9	11	7	6	10	15	13	7	8	14	13	8	10
59	102	69	64	67	66	10	8	14	9	13	10	13	10	13	3	14	12	10	6
60	104	68	50	48	63	14	9	14	7	13	18	13	16	5	2	8	12	14	6
61	128	68	37	68	70	10	9	7	13	14	13	9	8	16	7	8	7	7	16
62	130	68	77	77	70	12	10	13	9	11	10	15	13	16	9	9	11	11	11
63	133	72	48	43	60	16	10	12	6	9	13	12	18	12	8	8	12	10	5
64	129	71	67	53	60	7	8	15	5	10	13	8	14	6	8	8	14	12	8
65	114	74	70	73	60	10	10	12	5	8	7	11	12	8	6	9	11	11	8
66	99	50	37	10	46	14	8	18	7	10	8	10	8	4	5	7	12	18	11
67	95	46	62	56	60	2	8	6	18	6	5	9	2	10	14	14	14	8	14
68	104	46	50	38	46	2	7	4	10	9	10	5	12	7	10	13	14	11	12
69	108	44	33	50	46	2	8	10	7	8	2	9	0	4	14	8	16	14	11
70	108	50	23	27	43	14	9	7	14	7	5	11	2	9	14	13	13	10	14
71	112	54	49	43	50	5	5	9	9	12	4	10	4	4	11	12	12	7	7
72	93	51	33	10	45	6	7	0	9	6	9	12	2	10	8	10	15	8	10
73	117	56	56	33	41	11	5	8	2	11	15	12	14	3	6	6	4	10	5
74	110	71	57	43	74	0	9	8	16	7	3	9	2	16	14	14	11	12	17
75	90	69	54	53	46	4	9	12	9	10	8	12	5	6	12	17	13	14	11
76	102	56	26	47	33	10	7	14	10	11	9	12	9	8	8	6	8	12	9
77	104	50	51	33	46	11	6	11	15	13	13	8	15	10	11	11	10	4	6
78	91	49	24	53	34	10	6	8	14	10	10	14	11	17	6	15	10	12	4
79	102	50	31	7	51	16	7	5	18	9	11	7	13	6	12	14	8	6	13
80	97	49	31	30	25	12	7	12	14	12	16	10	16	5	8	10	10	10	6
81	96	46	39	13	37	10	3	7	10	18	10	13	11	10	7	10	8	10	10
82	102	60	34	43	53	8	3	12	8	10	11	7	11	11	10	11	13	6	12
83	121	67	54	60	54	11	10	18	5	11	14	11	19	13	4	7	5	13	3
84	113	57	51	30	53	10	7	0	6	12	5	11	2	16	6	15	12	12	14
85	108	57	27	67	47	4	5	6	12	10	10	6	6	8	6	12	12	14	6
86	105	62	39	50	58	6	7	9	16	15	11	9	6	10	10	13	14	8	13
87	103	60	55	73	70	3	9	6	14	7	5	11	3	11	11	14	11	7	6
88	108	57	49	40	63	7	9	12	5	13	13	11	13	8	9	7	11	13	3
89	118	57	54	47	61	12	9	16	6	5	14	18	16	10	8	8	18	4	4
90	108	60	36	40	57	13	8	12	15	11	15	6	7	11	8	12	11	14	13
91	102	46	50	47	51	8	6	8	10	7	14	15	12	9	7	11	12	12	14
92	102	47	29	43	48	6	7	13	4	11	9	12	14	6	10	10	8	8	4
93	118	54	45	38	53	12	9	11	10	13	10	7	16	6	6	11	6	7	7
94	110	56	42	24	48	8	10	12	12	7	15	10	10	9	11	9	10	10	8
95	115	50	58	30	61	12	6	6	10	16	10	10	10	8	10	12	12	12	12
96	109	61	56	57	62	9	8	13	9	16	12	11	11	15	8	15	10	9	8
97	106	52	62	58	58	8	7	10	12	14	12	15	12	8	11	7	11	9	9
98	145	54	68	69	58	12	9	11	12	8	16	12	14	12	10	8	8	12	8
99	124	70	61	83	70	12	8	3	12	5	7	8	0	14	5	18	9	8	12
100	119	62	51	58	59	2	9	11	6	8	3	11	7	5	15	9	15	12	7

Table 6.12 provides the following data which is based on Table 6.10 and Table 6.11:

- * The arithmetic mean for the marks for each component of English.
- * The arithmetic mean for the raw scores for each HSPQ factor.

TABLE 6.13

AVERAGE RAW SCORES (\bar{X}) AND STANDARD DEVIATIONS (S)
FOR THE FOUR COMPONENTS IN ENGLISH (GROUP B)

GROUP B	ORAL			GRAMMAR		PRESCRIBED		COMPOSITION	
	N	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
GIRLS	55	62.4	8.71	48.5	14.24	54.5	15.37	59.7	8.03
BOYS	45	57.4	8.41	46.3	13.76	45.8	17.73	53.7	10.87
TOTAL GROUP	100	60.2	8.94	47.5	14.07	50.6	17.3	57.0	9.83

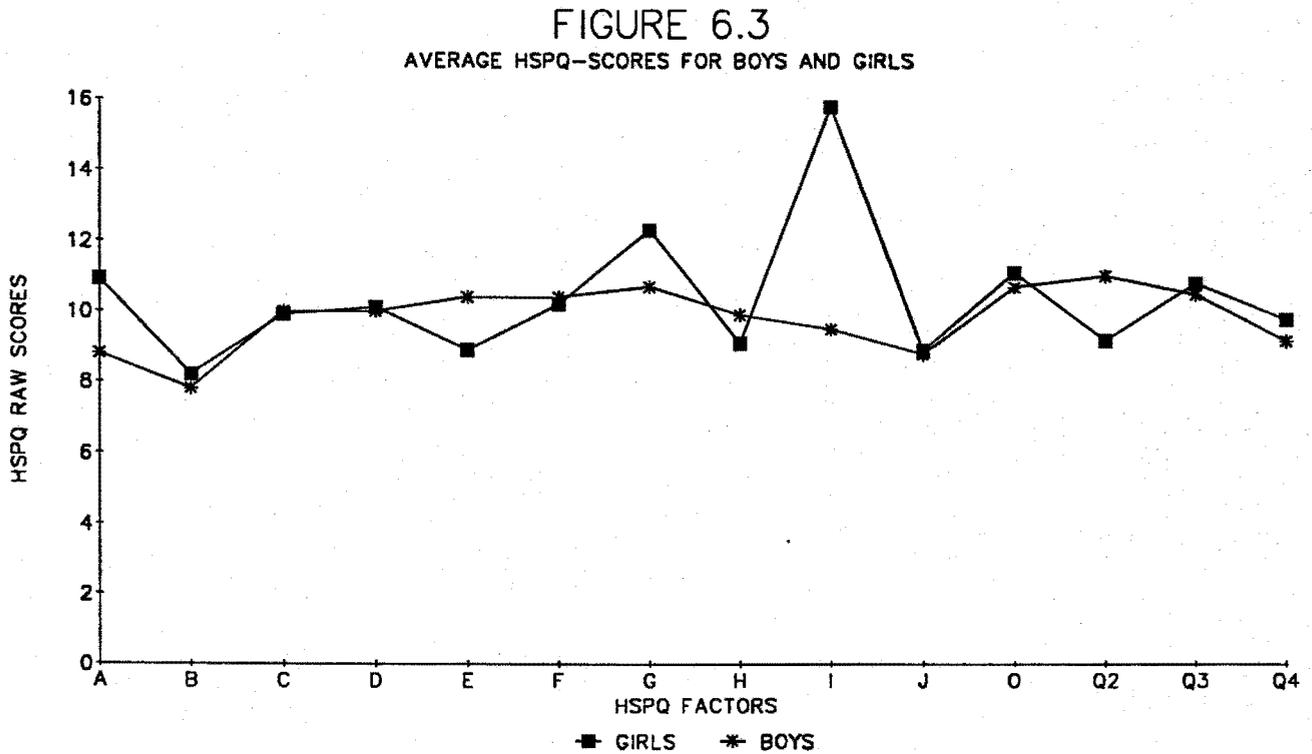
The raw scores of the randomly selected Group B for the different factors of the HSPQ can be seen in Tables 6.10, 6.11 and 6.12. The average raw scores and standard deviations for girls and boys separately and as a combined group for each factor is presented in Table 6.14.

TABLE 6.14

AVERAGE RAW SCORES (\bar{X}) AND STANDARD DEVIATIONS (S)
FOR THE HSPQ FACTORS (GROUP B)

HSPQ FACTORS	GIRLS		BOYS		TOTAL GROUP	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A	10.9	3.25	8.8	4.06	9.9	3.79
B	8.2	1.39	7.8	1.74	8.0	1.57
C	9.9	2.79	10.0	4.04	9.9	3.49
D	10.1	3.46	10.0	3.82	10.1	3.63
E	8.9	3.25	10.4	3.12	9.6	3.27
F	10.2	4.16	10.4	3.87	10.3	4.03
G	12.3	3.45	10.7	2.78	11.6	3.26
H	9.1	4.25	9.9	5.05	9.5	4.65
I	15.8	2.65	9.5	3.73	13.0	4.45
J	8.9	3.56	8.8	2.97	8.8	3.31
O	11.1	2.71	10.7	3.10	10.9	2.29
Q2	9.2	3.26	11.0	2.50	10.0	3.08
Q3	10.8	3.24	10.5	2.95	10.7	3.12
Q4	9.8	3.38	9.2	3.57	9.5	3.48
	N = 55		N = 45		N = 100	

This comparison of HSPQ-scores (averages) is also portrayed in figure 6.3.



According to Figure 6.3 the raw scores as obtained by the boys and girls are compared. There are noticeably few extreme differences between the average scores for the various HSPQ factors between the two groups. The greatest measure of difference occurs in factor I where the girls scored noticeably higher than the boys. It seems as though the girls are more tender-minded, imaginative in inner life and in conversation, sensitive and theatrical than the boys, and this seems to be an important trait for proper oral achievements. A possible explanation could be that boys could regard many of the

+I characteristics as displaying a lack of manhood as expected by society and thus as a sign of weakness.

6.5 TESTING THE HYPOTHESES

The ex post facto method in the first part of the research design is used as the researcher, rather than creating the treatment, examines the effects of a naturalistically occurring treatment after that treatment has occurred. The researcher attempts to relate this after-the-fact treatment to an outcome or dependent measure. Variables such as oral marks, prescribed work marks, written work marks and grammar marks are all readily available.

Each of the hypotheses will be discussed and tested separately.

6.5.1 Hypothesis 1

H_0 : THERE EXIST NO SIGNIFICANT DIFFERENCES BETWEEN THE
PERSONALITY CHARACTERISTICS OF LOW AND HIGH ACHIEVERS
IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

H_1 : THERE EXIST SIGNIFICANT DIFFERENCES BETWEEN THE
PERSONALITY CHARACTERISTICS OF LOW AND HIGH ACHIEVERS
IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

In order to test the hypothesis the average scores for the HSPQ factors and verbal IQ of the low and high oral achievers as compared in Table 6.9 and represented graphically in Figure 6.2 were used. The t-test for two sets of independent data, as illustrated by

Mulder (1982:147-149), was completed for the various HSPQ factors and the verbal IQ scores. The following results as shown in Table 6.15 were obtained.

TABLE 6.15

COMPARING THE PERSONALITY CHARACTERISTICS OF LOW AND HIGH ACHIEVERS
IN ORAL WORK IN THE SECONDARY SCHOOL

VARIABLES	GROUP A (N = 40) LOW ACHIEVERS		GROUP A (N = 40) HIGH ACHIEVERS		T-VALUE	DEGREES FREEDOM
	\bar{X}	S	\bar{X}	S		
VERBAL IQ	104.8	11.280	116.8	12.289	4.490 **	78
HSPQ FACTORS						
A	4.4	2.009	5.9	1.969	3.330 **	78
B	5.1	1.700	6.4	1.624	3.453 **	78
C	4.7	1.690	6.1	1.700	3.647 **	78
D	4.8	1.836	3.9	1.791	2.191 *	78
E	4.9	1.679	6.0	1.643	2.920 **	78
F	4.2	1.782	6.3	1.742	5.262 **	78
G	4.0	1.619	5.3	2.076	3.080 **	78
H	4.0	2.030	6.3	1.694	5.433 **	78
I	5.0	2.079	6.7	1.666	3.985 **	78
J	5.3	1.664	4.4	1.960	2.186 *	78
O	5.4	1.668	4.6	1.798	2.037 *	78
Q2	5.8	2.048	5.5	1.789	0.689	78
Q3	4.7	1.620	4.5	1.612	0.547	78
Q4	5.0	1.731	4.2	1.939	1.922	78

* = SIGNIFICANT AT 5% LEVEL
** = SIGNIFICANT AT 1% LEVEL

In Table 6.15 the arithmetic means of each HSPQ factor and verbal IQ is compared by means of the t-test to observe whether there is a significant difference between the two groups (low and high oral achievers) at both the 1% and 5% levels of significance. Table 6.15 indicates the critical t-values for a two-tailed test with 78 degrees of freedom.

The t-distribution table for two-tailed tests according to Mulder (1982:236-237) was applied. Table 6.15 indicates a significant difference between the following HSPQ primary factors and verbal IQ for the low and high oral achievers:

- * factors A, B, C, E, F, G, H and I, as well as the verbal IQ at the 1% level of significance,
- * factors D, J and O at the 5% level of significance.

The null hypothesis for these variables can therefore be rejected. There exist significant differences between the scores on 11 of the 14 HSPQ factors as well as their verbal IQ between the low and high oral achievers which implies that the personality characteristics of the two groups differ greatly.

Besides the primary HSPQ factors there are also two second-order factors, viz. anxiety and extroversion. Table 6.16 indicates the second-order factor scores for anxiety and extroversion of group A. The HSPQ manual (1992:39) recommends the method of calculation for these second-order factor scores as follows:

$$* \text{ Anxiety scores} = \frac{(10-C)+D+(10-G)+(10-H)+O+(10-Q_3)+Q_4}{7}$$

$$* \text{ Extroversion scores} = \frac{A+F+H+(10-J)+(10-Q_2)}{5}$$

TABLE 6.16

AVERAGE SCORES (\bar{X}) AND STANDARD DEVIATIONS (S) FOR THE HSPQ SECOND-ORDER FACTORS - ANXIETY AND EXTROVERSION - AS ACHIEVED BY THE HIGH AND LOW ORAL ACHIEVERS (GROUP A)

VARIABLES	LOW ACHIEVERS		HIGH ACHIEVERS		T-VALUE	DF
	\bar{X}	S	\bar{X}	S		
ANXIETY	5.4	1.025	4.3	1.197	4.359	78
EXTROVERSION	4.3	1.231	5.7	1.078	5.34	78
	N = 40		N = 40			

** = SIGNIFICANT AT 1% LEVEL

The low achievers in oral work scored above average on the factor anxiety and below average on the factor extroversion. These scores suggest that this subgroup experiences higher than normal tension, as well as a tendency to avoid social interaction. The high oral achievers, on the other hand, have an above average extroversion score and a below average anxiety score which suggests enjoyment of social contact.

A t-test for two sets of independent data was carried out to calculate whether there is a significant difference between both sets of scores as achieved by the two groups. The t-values for the score on the second-order factors for anxiety and extroversion of research group A were calculated (see Table 6.16). According to the t distribution table (Mulder 1982:236-237) the scores indicate that there is a significant difference at the 1% level of significance between the scores on the second-order factors of the HSPQ for the low and high oral achievers.

6.5.2 Hypothesis 2

H_0 : THERE EXIST NO SIGNIFICANT RELATIONSHIPS BETWEEN THE ACHIEVEMENTS OF SECONDARY SCHOOL PUPILS FOR THE FOUR COMPONENTS IN ENGLISH AND THEIR PERSONALITY CHARACTERISTICS

H_1 : THERE EXIST SIGNIFICANT RELATIONSHIPS BETWEEN THE ACHIEVEMENTS OF SECONDARY SCHOOL PUPILS FOR THE FOUR COMPONENTS IN ENGLISH AND THEIR PERSONALITY CHARACTERISTICS

To test the above hypothesis the marks for the different components in English and scores for the HSPQ factors and the verbal IQ of research group B were used to calculate the Pearson's product moment correlation coefficients (r). These results can be seen in table 6.17. The significance of these correlation coefficients was established on the 1% and 5% levels of significance.

TABLE 6.17

INTER CORRELATION MATRIX FOR THE COMPONENTS IN ENGLISH
AND DIFFERENT PERSONALITY CHARACTERISTICS (GROUP B)

VARIABLES	LANGUAGE COMPONENTS				ENGLISH TOTAL
	ORAL	GRAMMAR	PRESCRIBED	COMPOSITION	
<u>1. ENG COMPONENTS</u>					
ORAL		0.56**	0.54**	0.61**	0.77**
GRAMMAR	0.56**		0.54**	0.67**	0.84**
PRESCRIBED	0.54**	0.54**		0.61**	0.85**
COMPOSITION	0.61**	0.67**	0.61**		0.85**
ENGLISH TOTAL	0.77**	0.84**	0.85**	0.85**	
<u>2. PERSONALITY CHARACTERISTICS</u>					
FACTOR A	0.17	0.01	0.08	0.11	0.10
B	0.44**	0.26**	0.34**	0.43**	0.42**
C	0.32**	0.19	0.24*	0.19	0.28**
D	-0.12	-0.09	-0.13	-0.03	-0.12
E	-0.14	-0.57	-0.15	-0.18	-0.16
F	0.06	0.08	0.09	0.02	0.08
G	0.15	0.13	0.12	0.13	0.16
H	0.06	0.15	0.14	0.05	0.14
I	0.4**	0.23*	0.37**	0.45**	0.42**
J	-0.04	0.04	-0.14	0.00	-0.05
O	-0.04	-0.06	0.01	0.01	-0.02
Q2	-0.10	-0.08	-0.16	-0.11	-0.14
Q3	0.12	0.02	0.05	0.01	0.06
Q4	-0.01	0.00	-0.07	0.09	-0.01
3. VERBAL I.Q.	0.49**	0.55**	0.45**	0.51**	0.59**

N = 100
df = 98

* = 5% LEVEL OF SIGNIFICANCE
** = 1% LEVEL OF SIGNIFICANCE

The correlation coefficients between the scores in oral work and the scores in the other components of English as well as the HSPQ factors and the verbal IQ can be seen in Table 6.17. The r-values between the verbal IQ as well as between the scores of all the components of English, viz. oral work, grammar, prescribed work and written work (composition) indicate a moderate to high significant positive correlation with each other.

According to Table 6.17 the null hypothesis can only be rejected at the 1% or 5% level of significance for the following relationships between achievements for the components in English and the HSPQ factors and verbal IQ:

- * Correlation between the oral marks, HSPQ factors and verbal IQ:

The null hypothesis can be rejected at the 1% level of significance for HSPQ factors B, C and I as well as the verbal IQ.

- * Correlation between the grammar marks, HSPQ factors and verbal IQ:

The null hypothesis can be rejected at the 1% level of significance for factor B and the verbal IQ, and at the 5% level for factor I.

- * Correlation between the prescribed marks, HSPQ factors and the verbal IQ:

The null hypothesis can be rejected at the 1% level of significance for factors B and I and the verbal IQ, and at the 5% level for factor C.

- * Correlation between the composition marks, HSPQ factors and the verbal IQ:

The null hypothesis can be rejected at the 1% level of significance for factors B and I and the verbal IQ.

- * Correlation between the total marks in English, HSPQ factors and the verbal IQ:

The null hypothesis can be rejected at the 1% level of significance for factors B, C and I and the verbal IQ.

- * Factors B and I and the verbal IQ correlate significantly with all the components of English while factor C only correlates significantly with oral and prescribed work.
- * 11 of the 14 HSPQ-factors do not correlate significantly with oral and prescribed work while 12 factors do not correlate significantly with the grammar and composition marks.

6.5.3 Hypothesis 3

H_0 : THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN THE AVERAGE ACHIEVEMENTS OF GIRLS AND BOYS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

H_1 : THERE EXISTS A SIGNIFICANT DIFFERENCE BETWEEN THE AVERAGE ACHIEVEMENTS OF GIRLS AND BOYS IN ENGLISH ORAL WORK IN THE SECONDARY SCHOOL

In order to test the hypothesis the large randomly selected group, viz. group B was used. This group of 100 senior secondary pupils comprises of 45 boys and 55 girls. The t-test for two sets of independent data was implemented and the results obtained can be seen in Table 6.18.

TABLE 6.18

AVERAGE ORAL SCORES (\bar{X}), STANDARD DEVIATIONS (S)
AND T-SCORE FOR GIRLS AND BOYS (GROUP B)

VARIABLE	GIRLS (N = 55)		BOYS (N = 45)		T-VALUE	DEGREES OF FREEDOM
	\bar{X}	S	\bar{X}	S		
ACHIEVEMENT IN ORAL WORK	62.4	8.72	57.4	8.42	2.869	98

DEGREES OF FREEDOM = 98 ** = 1% LEVEL OF SIGNIFICANCE
* = 5% LEVEL OF SIGNIFICANCE

The null hypothesis can be rejected at both the 5% as well as the 1% level. There exists a significant difference between the oral marks of girls and boys in the secondary school.

6.6 FINAL REMARKS

Although many of the statistical out-comes had been anticipated it was nevertheless encouraging to have obtained such clear-cut and definite results.

The fact that there exist significant moderate to high positive correlation coefficients between the components in English are meaningful findings. The marks which were achieved by the different pupils for the various components had been awarded by different teachers. The validity of this information (especially the oral marks) could therefore be questioned as a result of the subjectivity of different examinations in the various schools. These findings

indicate a moderate to high degree of similarity between the scores obtained by the different pupils for the components in English.

From the other empirical research findings it also seems evident that almost the same personality characteristics relate significantly to the achievements of pupils in oral work and the other components of English. These characteristics will receive more attention in the next chapter.

CHAPTER 7**CONCLUSIONS, DEDUCTIONS, IMPLICATIONS AND RECOMMENDATIONS****7.1 INTRODUCTION**

In chapter 1 the problem concerning proper and acceptable oral communication and the evaluation thereof during the secondary school phase was introduced. Certain queries and questions were raised about the effect of certain personality traits on successful oral communication by pupils. This led to the literature study which focused on the developmental characteristics of the secondary school child, with special attention given to the development of oral ability and personality. Further reflection was given to the evaluation of oral work in language teaching as well as the measurement of personality and the role which a pupil's personality plays during such oral evaluation situations.

In the empirical research an attempt was made to investigate, answer and substantiate the role of certain personality factors in oral communication, and this in turn led to three hypotheses being stated and tested.

The aim of this study was thus twofold, viz. a literature study and an empirical study.

7.2 QUALITATIVE INTERPRETATION OF STATISTICAL FINDINGS

7.2.1 Research group A

This research group consisted of two separate groups, viz. the high achievers and the low achievers in oral work in English in the senior secondary school. These two groups were compared as follows:

- * scores obtained for the various HSPQ primary factors,
- * scores obtained for the HSPQ secondary factors, viz anxiety and extroversion, and
- * scores obtained for the verbal subtests of the GSAT (General Scholastic Aptitude Test).

7.2.1.1 HSPQ primary factors

A comparison between the high and low oral achievers can be seen in Tables 6.6, 6.7, 6.8, 6.9, figure 6.2. and Profile I and II.

The 14 HSPQ factors of the low and high oral achievers were compared and a t-test was completed for each factor to determine whether there was a significant difference between the scores obtained. According to table 6.15 a significant difference at the 1 % level of significance exists for factors A, B, C, E, F, G, H, and I;

and at the 5% level for factors D, J, and O.

This implies that for the 14 HSPQ factors the first 11 show a significant difference for at least the 5% level.

Factors C, F, H and I indicate the largest differences in personality between the high and low achievers in oral work. Each of these factors will be discussed briefly.

Factor C * - This factor measures the emotional stability of the testees. The high achievers in oral scored, on average, higher than the low achievers in oral. This suggests that the low oral achievers tend to be emotionally less stable, are easily perturbed and tend to worry and give up when frustrated.

According to the HSPQ manual (1992:25) people with low factor C-scores seem to reveal an inability to control their emotions and tend to be easily angered. Such persons often form defence mechanisms, irrational fears and obsessive behaviour especially when placed under stressful situations such as during oral evaluations. Such characteristics could thus be detrimental to a pupil during such situations.

Factor F - This factor measures the poles of soberness and carefreeness.

The HSPQ manual (1992:27) states that a high F score is an important component of extroversion. Pupils with +F scores tend to be enthusiastic, impulsive, talkative and cheerful. According to

* Factor C represents an important personality characteristic for oral work in this investigation (see table 6.17).

Profile II the high oral achievers scored above average (if a stanine 5 is taken as the mid-point) while the low oral achievers scored below average for factor F (see Profile I). Persons with a -F score are introspective and often reveal nervousness. We could thus expect pupils who obtain +F scores to assert themselves better in oral work.

Factor H - This factor deals with shyness on the one hand and social boldness on the other. As expected, and also according to Figure 6.2, there is a large difference between the scores obtained by the high and low oral achievers. According to the HSPQ manual (1992:29) +H persons are talkative, jovial and act spontaneously in group situations. Furthermore they enjoy the limelight, are adventurous and do not see the dangers in life. Persons with a -H score are shy, reserved, careful and do not express their emotions easily. They tend to dislike occupations that involve personal contact with people, prefer one or two intimate friends to large groups, and are afraid of new situations. We could thus expect pupils who obtain +H scores to assert themselves better during oral evaluation than those who obtain -H scores.

Factor I - The average scores as obtained for factor I suggest a marked difference between the low and high oral achievers. Factor I measures the scale of sensitivity on the one hand and tough-mindedness on the other. The HSPQ manual (1992:30) states that +I persons have a taste for romantic journeys and new experiences and that they focused on the aesthetic. They are imaginative and

artistic and love dramatics. Persons with low I scores are practical and base their decisions on logical grounds and react to the obvious facts rather than relying on their feelings.

As far as oral mark allocation is concerned the use of initiative and imagination play an important part and these criteria are found on most oral marking grids, usually under the heading of style. Pupils that obtain +I scores tend to achieve higher marks for oral than those who obtain low factor I scores.

From this section of the empirical research it could be deduced that the scores of pupils on certain HSPQ factors, and specifically on factors C, F, H, and I, could be considered during the evaluation of oral competency and oral achievement potential of pupils in the senior secondary school. This information can also help to develop a better understanding of the behaviour of pupils during oral work.

7.2.1.2 HSPQ secondary factors

According to Table 6.16 there is statistically a significant difference (1% level) between the second-order factors, anxiety and extroversion, for the low and high oral achievers. This finding is especially relevant because the personality characteristics portrayed by extroverted pupils and anxious pupils are more easily perceivable than most of the primary-order factors of personality.

According to the HSPQ manual (1984:20) high anxiety scores could suggest a wide range of possible restraints. High scorers on this factor describe themselves as uptight, tense, irritable and insecure. Table 6.16 shows the average stanine scores for anxiety of the high oral achievers as 4.3 and for the low oral achievers as 5.4.

The HSPQ manual (1992:40-41) states that the second-order anxiety score may be regarded as an adjustment-anxiety continuum. It is also mentioned that factor C should be given particular attention in the interpretation of the anxiety score. Factor C indicates the degree of a person's personality integration. Where a +C score occurs, the person's prognosis of recovery and adjustment is positive, whereas a -C score indicates that there is personality disintegration which hampers the person's chances of successful adjustment. According to Table 6.9 the average stanine score on factor C for the high achievers in oral is 6.1 while the average stanine score for the C factor for the low oral achievers is 4.7 (the difference is significant on the 1% level).

According to the HSPQ manual (1992:41) the second-order factor of extroversion gives an indication of the testee's tendency to avoid social interaction. A high score indicates persons that are outgoing and who enjoy social contact, while a low score indicates a withdrawn person.

Table 6.16 denotes the average stanine scores for extroversion of the high oral achievers as 5.7 and that of the low oral achievers

as 4.3. Both these findings confirm the views of Crookes et al 1) about the role of certain temperament traits during oral work.

7.2.1.3 Verbal IQ

The verbal IQ was obtained for each pupil of research group A, viz. the low and high oral achievers. The t-value for the verbal IQ scores for the two groups was calculated and is indicated in table 6.15. The difference between the average verbal IQ-scores is significant on the 1% level. This difference indicates that the verbal IQ of the pupils who took part in the research is a factor which illustrates the difference between the two groups according to their intellectual ability. The fact that this difference between the verbal IQ scores of the low and high oral achievers exists suggests that -

- * The IQ test, GSAT, as currently used by the secondary schools of the Cape Education Department can serve as an indication of the possible potential of pupils for oral work.
- * The verbal IQ can form one of the considerations in establishing the oral communication proficiency of senior secondary school pupils.

The HSPQ (factor B) also measures mental capacity or generalized intelligence and level of abstract thinking. According to the HSPQ manual (1992:24) this B score is included in the HSPQ because

1) See paragraph 4.4.1 in the literature study

intelligence is part of personality, and the HSPQ attempts to establish as clear a picture as possible of the personality. According to Table 6.9 the average stanine B score for the high oral achievers is 6.4 while the score for the low oral achievers is 5.1. This finding is a confirmation of the results obtained during the comparison of the verbal IQ-scores of the two groups.

7.2.2 Research group B

This research group consisted of one large sample of randomly selected senior secondary school pupils. The correlation coefficients between the various HSPQ factors, verbal IQ scores and the components in English were calculated and are depicted in Table 6.17. This group was also divided according to sex and the oral achievement of males and females was compared.

7.2.2.1 Correlation coefficients between the various components in English and between the HSPQ factors, the verbal IQ and the components of English

From Table 6.17 the following conclusions can be reached:

- * The interdependent relationships between the various components of English are of a moderate to high positive nature. This indicates that some of the abilities of pupils which are necessary for achievements in the written components of English are also important for achievements in oral work. It furthermore indicates that teachers are inclined to a certain degree to give similar marks to pupils for performance in oral work and the other components of English.

- * The highest correlation exists between the marks in oral work and the composition marks. This appears to be acceptable if the fact is considered that both components require creativity, sensitivity and an individual personal style from pupils.
- * The highest correlation exists between the grammar and composition/written work marks. This was expected because mark allocation for written work relies to a great extent on grammatical correctness.
- * The highest correlation coefficients in general exist between the components of English and the total mark in English. Although it seems encouraging to have obtained such high correlation coefficients the danger exists that due to the subjectiveness of all the marks these coefficients could be influenced by variables which could not be controlled in this research (such as teacher subjectivity in mark allocation).
- * The HSPQ factors which correlate significantly low to moderately positive with the oral marks and the marks for the other language components are factors B, C and I (see Table 6.17). These HSPQ factors entail the following:
 - Factor B - low mental capacity / high general mental capacity
 - Factor C - emotional instability / emotional stability
 - Factor I - tough-mindedness / tender-mindedness

The scores on these factors (see table 6.15) also indicate that significant personality differences exist between the low and high oral achievers included in group A.

These findings underline the correspondence which was determined between the marks for the different components in English.

- * HSPQ factors B, C, and I (especially factor C) should be considered as important in the identification of specific personality factors which could play an influential role in pupil behaviour during oral examinations.
- * The verbal IQ correlates moderately positive with each of the English language components. These significant relationships entail correlation coefficients between the oral and the verbal IQ scores of 0.49 and 0.55 between grammar and verbal IQ and 0.51 between composition and the verbal IQ. Generally speaking a more significant relationship exists between the verbal IQ and the marks scored in oral work than between the three HSPQ factors and oral work. Cognitive factors as well as affective temperament personality factors play a role in achievement in oral work.

7.2.2.2 Comparison of male and female achievements in oral work

According to Table 6.18 there exists a significant difference between the average oral scores for boys and girls in the senior secondary school. Besides the better oral scores it seems as if the girls are higher achievers in English than boys. Table 6.12 indicates that girls obtained higher average scores for each of the four components in English as well as for the verbal IQ test.

Figure 6.3 represents the average HSPQ scores for boys and girls. All the scores are fairly close except HSPQ factor I which differs

from 15.8 for the girls to 9.5 for boys. The girls seem to be more sensitive and tender-minded than the boys. A possible reason could be that adolescent boys might regard any show of sensitivity as unmanly and thus as a sign of weakness.

7.3 GENERAL SYNOPSIS

7.3.1 Final conclusions

Through the voice we show our real selves to other people. Because other people form an opinion of a person based on the way he presents himself, it is essential that he present himself, via his voice, in an articulate and appropriate manner as possible.

Burgess (Van Schalkwyk 1985:15) states the following:

"To release the voice to its fullest power of expression is to take the biggest step towards the liberation of the personality."

The need for correct and precise communication ability, especially oral communication, has become vitally important for the successful future of our country. Our very survival depends on the ability with which the various peoples of our country communicate. Only via regular communication, which includes oral as well as aural capabilities, can we hope to understand each other and form successful relationships. Because of the critical role played by speaking in the socialisation and maturation process it is necessary to pay more attention to the part played by oral communication classes. These classes must be well planned and the atmosphere must be suitable to ensure that all pupils are willing

to and get a chance to participate. To ensure that pupils regard this component of language as vital it is necessary to allocate marks. It seems that the more marks one allocates to a specific subject the more its importance seems to grow and the more effort one seems to insert. For this reason it may be required to allocate a larger portion (perhaps as much as a third) of the English marks to the oral component.

Van Schalkwyk (1985:6-7) states that effective oral communication is absolutely essential for individual as well as social well-being and that a person should constantly seek to improve his communication skills. The task of the schools has become important because as more and more cultural intermixing is taking place so more and more demands are made on the education system to alleviate the tensions and problems created by a lack of understanding and fear.

It will be worthwhile for teachers to be objective in their mark allocation and also make more provision for an understanding of the personality of every pupil taking part in oral work. Teachers should also guard in any system against an approach to evaluate oral work and then be influenced by the marks of pupils for the other components of English.

7.3.2 Problems experienced with the research

The following problems and shortcomings in this research which influence the value of the research findings have to be mentioned:

- * The sample used, viz. the three secondary schools in the Boland area, is not representative of all the schools in the target population and therefore the results cannot be generally accepted as being applicable to all secondary schools in the Cape Province and the RSA.
- * Because of the complexity of personality measurement, especially for groups of pupils, it is a difficult task to obtain definite and precise answers to the various questions concerning the role of personality in oral examinations.
- * Owing to the highly subjective nature of evaluation in oral work and even in the other spheres of language, the allocation of marks must be seen as a problem as far as the reliability and validity scores in oral work are concerned. Consistent and appropriate standards of examinations could occur in some classes. However, inconsistencies established in mark allocation have a definite influence on the differences and relationships between the variables exposed in this research.

7.3.3 Recommendations and implications

From the literature study and empirical research the following recommendations can be made:

- * More attention must be given to enhance the self-confidence of pupils during oral communication situations as this also leads to greater involvement in class activities and can have a

positive influence on the pupils' self-concept.

- * Because most people experience some fear before speaking in front of an audience it is necessary to teach pupils to relax. Teachers must therefore create the necessary tension-free situations (non-threatening) and activities which will encourage pupils to participate in spontaneous oral communication. More valid evaluations of pupils' performance will be possible if language teachers possess more knowledge of the personality characteristics of their pupils.
- * Pupils coming from different socio-economic and cultural circumstances hear words being pronounced differently and therefore adopt certain pronunciation habits which are environmentally influenced. This factor should also be considered when using a marking grid where marks are specifically allocated for pronunciation. It is therefore necessary that certain aspects of oral evaluation, such as pronunciation, should be reconsidered or even totally removed from the current marking grids. Teachers should not rigidly follow these pre-set marking grids to evaluate individual pupils coming from a specific environment where specific language practices were established.
- * In a well-conducted speech communication class the pupils must learn to become better communicators in real-life situations.
- * Counselling services in schools should obtain more information about the different personality characteristics of pupils and provide language teachers with information to detect pupils with a low self-confidence, low verbal IQ, high anxiety level and who are emotionally unstable as this could hamper their performance

in oral work. Such pupils should be allowed to practise oral work in a private situation with the teacher in the absence of an audience.

- * More emphasis should be placed on fluency and understandability of language rather than grammatical correctness and specific pronunciation of English as a spoken language.

Having a certain type of personality will always be advantageous in communication. Personality and speaking, especially in front of groups, are so closely related that certain personality traits will hamper a person's speaking ability. Van Schalkwyk (1985:113) is of the opinion that the basic skills of communication can be acquired by allowing a person to express and present himself in order to acquire self-approval and the experience of talking in group situations. According to the above-mentioned writer, the keynote to self-confidence in speech communication is verbal participation.

Only by actual participation in talk exercises, such as those which are made available by properly planned oral classes, can a pupil explore and discover the satisfying thrill of having succeeded in the most powerful communication medium available to mankind, viz. oral communication.

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ADDENDUM A - CORRESPONDENCE

12 Murchison Street
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15 April 1993

The Director
Cape Education Department
P.O. Box 13
Cape Town
8000

Sir\Madam

Permission to use schools for MEd research

I require permission to commence my MEd studies. My topic is "THE ROLE OF CERTAIN PERSONALITY FACTORS IN ORAL EXAMINATIONS". The aim of the study is to research the influence of personality aspects on communication abilities.

The steps and information required from three schools will be as follows:

1. the marks of senior pupils, viz std 9 and 10, broken into the various components for English (oral, grammar, prescribed and written work);
2. from these pupils some will be selected to partake in a personality questionnaire. The questionnaire will be one that is approved by the HSRC.

All information will be strictly confidential and no names of pupils or schools will be used. I will approach the various principals to obtain the necessary permission.

Awaiting your reply
Yours faithfully

W. E. RATZ