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FEAR OF ORAL COMMUNICATION AND DIRECTIVENESS IN THE FUTURE TEACHERS OF PHYSICAL EDUCATION AND EDUCATORS

It is a report of the study concerning a degree of the oral communication fear and directiveness in the students of the physical education and pedagogy. Oral Communication Fear Scale by Mc Croskey and Ray D-26 (in the Polish adaptation made by Brzozowski) scale were used to measure the above parameters. The obtained results showed a diversified degree of the oral communication fear in the groups of the students differentiated by sex. Noted differences proved to be statistically significant in relation to the oral communication fear experienced by the examined students. Higher degree of the oral communication fear was seen in the female students than that in the male students. Sex, being an independent variable, did not differentiate level of directiveness in the examined students. However, the degree of the high directiveness was more frequently observed in the male students.

Key words: oral communication fear, directiveness, students of the physical education and pedagogy

Tadeusz Leszek Jasiński, В.Г. Ткачук Побоювання усного спілкування і його директивність у майбутніх вчителів фізичної культури і педагогів. Це доповідь про дослідження щодо ступеня зв'язку страху усного мовлення та його директивності у студентів факультету фізичного виховання і педагогів. Шкали масштабу страху усної комунікації за McCroskey і Рей D-26 (адаптації зроблені Brzozowski) були використані для вимірювання зазначених параметрів. Отримані результати показали, диференційований за статтю зв'язок диверсифікованого ступеню страху усного мовлення в групах студентів. Зазначені відмінності виявилися статистично значущими. Високий ступінь страху спілкування був помічений у студенток, ніж у представників чоловічої статі. Стать, будучи незалежною змінною, не надав можливість диференціювати рівень директивності у обстежених студентів. Проте, ступінь високої директивності частіше спостерігалось у представників чоловічої статі.

Ключові слова: усний страх спілкування, директивність, студенти фізичного виховання, педагоги

Tadeusz Leszek Jasiński, В.Г. Ткачук . Опасения устного общения и его директивность у будущих учителей физической культуры и педагогов. Это доклад об исследовании по степени связи страха устной речи и его директивности студентов факультетов физического воспитания и педагогов. Шкалы масштаба страха устной коммуникации McCroskey и Рэй D - 26 (адаптации сделаны Brzozowski) были использованы для измерения указанных параметров . Полученные результаты показали , дифференцированную по полу связь диверсифицированного степени страха устной речи в группах студентов. Указанные различия оказались статистически значимыми. Высокая степень страха общения была замечена у студенток по сравнению с представителями мужского пола. Пол, будучи независимой переменной, не предоставил возможность дифференцировать уровень директивности у обследованных студентов. Однако, степень высокой директивности чаще наблюдалось у представителей мужского пола.

Ключевые слова: страх устного общения, директивность, студенты физического воспитания, педагоги.

Data from the available literature suggest that the oral communication fear not only modifies behavior of persons being in the interpersonal relationship but also disturbs the course of this relationship and even makes communication impossible. It is stressed that oral communication fear is observed too frequently and with different degree of the negative emotions, especially during public speech, examinations, both social and business meetings resulting from self-assessment or social approval of the said person, his promotion or occupational competence. In turn, directiveness is considered personality trait that comes down to an imposing the own will over other people. It is a trait leading to aggressive domination ..., it is also an authoritarian personality trait. It is assumed that directiveness determines an effective leadership.

Objectives. This study aimed at measuring the degree of the oral communication fear and directiveness in the future teachers of the physical education and educators.

Material and methods. One hundred students of the physical education in the Paweł Wołodkovic Higher School (PWHS) participated in this study. There were: 90 students of the physical education and 64 students of pedagogy (PWHS branch in Wyszaków). To measure oral communication fear and directiveness the following scales were used: McCroskey Oral Communication Fear Scale and Ray D-26 (in the Polish adaptation made by Brzozowski).

Results. The obtained results showed a diversified degree of the oral communication fear in the groups of the students differentiated by sex. Noted differences proved to be statistically significant in relation to the oral communication fear experienced by the examined students. Higher degree of the oral communication fear was seen in the female students than that in the male students. Sex, being an independent variable, did not differentiate level of directiveness in the examined students. However, the degree of the high directiveness was more frequently observed in the male students.

Conclusions. 1. The level of oral communication fear is significantly different in female and male students. 2. About 20% of the future teacher of the physical education and educators was characterized by the high level of directiveness. 3. The scales used in this study may serve to measure occupational suitability of the future teachers and educators.

Introduction. Interpersonal communication is generally defined by indicating its verbal (VC) and nonverbal components (NVC). Speaking about verbal component, we usually think about speech and writing. Verbal originates from Latin word *verbum* and means both spoken and written words [37]. Oral communication in the interpersonal interactions is accompanied by the nonverbal communication. It means sending wordless information: „all our behaviors accompanying verbal cues” [26].

Verbal communication is the most effective way of the direct interpersonal communication [38]. Effectiveness of the communication requires from each interlocutor:

- 1) clear, precise, and substantiated express of their thoughts;
- 2) use of the nonverbal signals such as eye contact, appropriate posture, gestures, voice rate;
- 3) correct use of the voice, i.e. its force, pitch, articulation, sound, and rhythm. In the verbal communication, cues organizing both the conversation course (synthesis, recapitulation, evaluation, justification) and interpersonal relations (apology, cues expressing support) are present [16].

Several different nonverbal signals are present in the verbal communication, such as:

- a) kinesics – body language (posture, movements, gestures, eye contact);
- b) proxemics – space behaviors (maintaining distance, control of the body movements, translocation in the room);
- c) signals of the haptic communication (active or passive physical formation of the contact through verbal communication); and
- d) prosodics – voice features (intonation, articulation) [1].

Teacher of the physical education, executing the program of teaching, is obliged to use specific communication such as demonstration and explanation of the exercises [19]. It is possible when the teacher easily establishes and maintains relations with other people, has a skill of communication (both verbal and nonverbal) with different persons (students) and passing on his knowledge. This teacher is also obliged to force his students to execute physical exercises (sometimes intensive) to learn defined movements sequence. It is probable that the teacher may tend to subordinate other persons through directiveness (appearance and behaviors proving his tendency to dominate). According to Ray [28], directiveness is a personality trait meaning to get an own way with somebody; the trait leading to aggressive domination ... directiveness also means authoritarian traits of a personality [7].

Moreover, teaching physical education requires permanent exhibition of the teacher's physical fitness (outstanding by definition) and motor skills together with an appropriate commentary. All this may provoke a development of several negative emotions, including communication apprehension. McCroskey [22] defines communication apprehension as “an individual's level of fear (anxiety) with real or anticipates oral communication with another person or persons”.

Knowledge of the level of directiveness and fear of the oral communication in the future teachers of the physical education and educators was, therefore, interesting.

Material and methods. One hundred fifty four students of the Paweł Wołodkovic Higher School in Płock, including 90 students of the physical education (PE) and 64 students of pedagogy (P), branch in Wyszaków. There were 76 male students (49.35 %) and 78 female students (50.65 %), aged between 19 and

45 years (SD = 6.098). Age of about ¾ examined students ranged from 20 years to 25 years. Comparison of the age distribution significance in groups differentiated by the sex revealed that the female students were older from the male students by about 3 years (M(PE) = 22.789; SD = 4.929 and M (P) = 26.411; SD = 6.608). These differences proved to be significant (t = -3.846; p = 0.0001). To verify the study assumptions, Likert methods of summated ratings were used [8].

The first scale is elaborated by McCroskey [22] PRCA contains 20 statements concerning real or anticipated fear of the oral communication with another person or persons. Examined student had to determine a degree to which the said statement may be applied to him/her. The answers are scored in the following scale (1 – I decidedly agree; 2 – I agree; 3 – I have no opinion; 4 – I don't agree; 5 – I decidedly not agree). To count the result one should:

- (1) Sum up the ratings for the statements: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19.
- (2) Sum up the ratings for the statements: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.
- (3) Calculate the result with the following formula:

Result of the examined student = 60 (total of the first sum) + total second sum.

Quantitative interpretation of the obtained result enables to determine the level of oral communicative fear (40 and less: *very low*, 41 – 50: *low*, 51 – 69: *medium*, 70 – 79: *high*, 80 – 100: *very high*).

The second scale used in the study was the Directiveness Scale (the Ray scale) in the full Polish version (D – 26) adapted by Brzozowski [7]. It measures directiveness treated as certain personality trait, i.e. tendency to enforce the own will to somebody and dominate. D-26 scale is a special sheet (Polish Psychological Society, 1997) of questions and answers containing 26 questions.

The examined person has to choose one of the possible answers (YES, ?, NO). The answers are compared with a key. Then, sum of all scores for 26 questions is calculated. The raw result is related to the temporary standard ten scale. Quantitatively, the obtained results may be classified as low (1 – 4 T), average (5 – 6 T), and high (7 – 10 T). "High results in this scale prove domination and domination acceptance, and also firmness, determination, and sometimes tendency to irritation (aggressiveness) ..." [7]. "Low results of the Directiveness Scale may indicate relatively higher degree of submissiveness, lower firmness and determination, more rare tendency to irritation (aggressiveness) ..." [7].

The obtained data were analyzed with the use of basic statistical techniques. The following markings were used: G1 – group of male students; G2 – group of female students; M – arithmetic mean; SD – standard deviation; df – degrees of freedom; p – difference significance. T-Student test (for independent groups).

Results. An analysis of oral communication fear (OCF) in the examined students revealed that 42.99 % male students and 38.68 % female students experienced its very low and low degree. About half of the examined students (53.85 % female and 46.05 % male students) experienced average oral communication fear, while high and very high degree of the oral communication fear was experienced by about 1/5 of female students (19.23 %) and every tenth male student. These data are shown in Fig. 1.

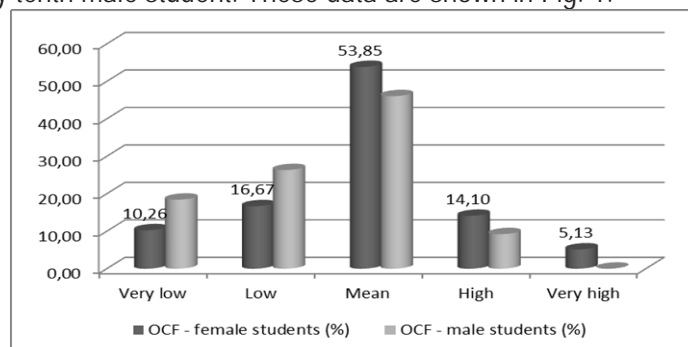


Figure 1. Histogram of the oral communication fear distribution in the students differentiated by sex.

Distribution of the obtained results related to the directive personality (dominating or tolerating dominance over other people) was relatively uniform. It was found that about 60 % of the examined students experienced low and average degree of directiveness. The remaining students (about 40 %) obtained high ratings in D-26 Scale. It should be stressed that the male students predominated in this group. Detailed data concerning percent distribution of directiveness measure are shown in Fig. 2.

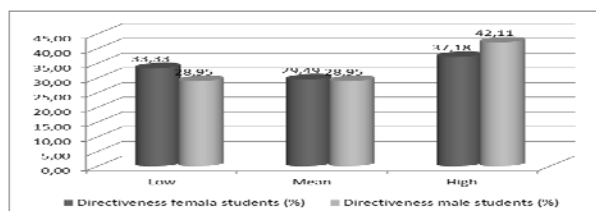


Figure 2. Percent distribution of directiveness measures in the examined students differentiated by sex.

Comparison of the results showing high directiveness (D) and very high and average OCF enabled to note that this trait characterized about 18 % of the students, including about 4 % of high D with very high COF and about 14 % with high D and average COF. It is shown in Fig. 3.

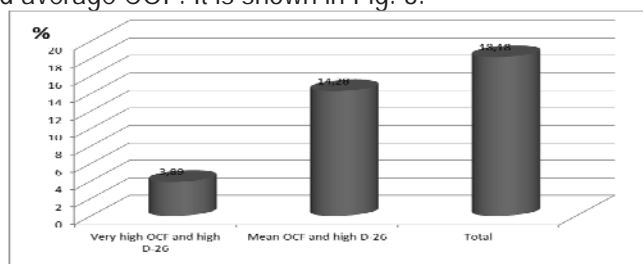


Figure 3. Comparison of the results indicating high directiveness (D) and very high and average oral communication fear (OCF).

Comparison of the distribution significance (McCroskey PRCA and Ray D-26) obtained by the examined students differentiated by sex enabled to note statistically significant differences in the degree of oral communication fear (OCF). Its degree was significantly higher in female students than that in male students ($t = -3.003$; $p = 0.003$). Independent variable – sex – did not differentiate directiveness (Ray D-26). These differences although visible (male students obtained higher scores in Ray D-26 scale) proved to be insignificant ($t = 1.784$; $p = 0.076$) – see Tab. I.

Table I

Comparison of the results distribution significance (Ray D-26 scale and McCroskey PRCA) in the examined students differentiated by sex

Variables	M GI	M GII	SD GI	SD GII	t	df	p
D-26	58.013	55.308	8.538	10.190	1.784	152	0.076
PRCA	52.487	58.385	11.852	12.503	-3.003	152	0.003

Student-t tests: differentiating variable: sex Group I: male students, n=76 Group II: female students, n=78

Discussion Understanding of the directiveness essence is impossible without a knowledge of authoritarian personality concepts. Brzowski surveyed classical and contemporary concepts of directiveness.

For the purpose of this study Ray's operative definition of the directiveness was accepted. Ray defined directiveness as a personality trait forcing the own will on somebody and tendency to the aggressive domination and being an essence of authoritarianism. It seems, however, that directiveness is more than authoritarianism as it corresponds with such traits as: aggressiveness, achievement motivation, assertiveness, discrimination, conservatism, prejudice, and power. Such a concept confirms several studies of Ray and some other authors [15, 29, 30, 32, 31].

It is a common opinion that directiveness is indispensable for an effective leadership. It means that the teacher, being a leader of a didactic process, should have a skill of directive leadership and formulate team goals, which his students will realize. Naturally, it is difficult to accept such an idea as directiveness is associated with authoritarian personality and dogmatism [27]. Kubat [18] is right writing that authoritarian personality is a such personality, in which marked conservatism of the opinions and attitudes are predominating and the world is seen from an angle of stereotypes and schematic "inflexible" thinking. Therefore, it is quite possible that the teacher of a high directiveness will rather achieve poor effects of pupils and students education, similarly to some company in which workers are afraid of the authoritarian boss [12, 11]. In the available literature, definition of the emotional states and reactions produced by them the following emotions prevail: fear, concern, anxiety, worry, panics, and fright. Fenczyn [13] thinks that: "they have different

meaning in the common language and scientific one although all are used basing on so-called feeling for language". This author, basing on the survey of the Polish, English, Russian, and German literature, argues that Freud's views lies heavy on several of these definitions and concepts. Freud distinguished two kinds of the anxiety: objective anxiety close to fear, subjective anxiety produced by perception of the real stimuli bringing specific threat, and free floating anxiety, not associated with an objective cause, developed in an imagination, conscience, sourcing from the human psychic experience, his internal conflicts, and unquenched needs [14, 17, 41].

Fear and anxiety accompanying communication with another person or persons are discussed in various aspects in the literature. Most frequently in psychopathology [33], clinical psychology [34, 35], psychology of disorders [10], while discussing techniques and methods of the social anxiety and behavioral inhibitions reduction (3, 4, 36), social phobias (20, 21), functioning of the assignment groups [26], social communication [38], interpersonal communication [24, 25], verbal and nonverbal communication, persuasion, and manipulation [6, 9, 40, 1, 39]. A common feature of all presented views is an emphasis on importance of the fear (or anxiety) regulative function in the oral communication with other people, as fear of the oral communication not only modifies behavior of all persons being in the interpersonal relations but also disturbs its course or even makes the communication impossible. It is stressed that the fear of oral communication develops too frequently and with various intensity of the negative emotions, especially during public speeches, examinations, and both social and business meetings resulting in the self-assessment or social acceptance of the said person, her promotional work or occupational competence. The obtained results of this study revealed that about 50% of respondents experienced oral communication fear of mean intensity. Oral communication fear high and very high experienced about 20% of female students and every tenth male student. These differences in the level of oral communication fear did not differ from the results of other authors studying the fear of the social character, first of all [2, 5, 13]. The obtained results of this study seem to be consisted with the traditional view that women are more predisposed to experience fear, anxiety, and worry as their behavior is more emotional than that of men. In men, rational factor predominates over emotions [23]. The results of several studies indicate the difference in the emotional reactions between women and men [13, 20].

Our results enabled to note that sex, being independent variable, did not differentiate directiveness in the examined students. Seen differences, although visible (male students achieved higher scores in Ray D-scale), proved to be statistically insignificant, while relatively high percentage of the examined students 18.18 %) experiencing high score in D-scale and very high and mean OCF may be worrying from the future work as teachers point of view. It is probable that such persons may mask experienced oral communication fear with an irritation or even aggression because of the strong need of the domination and/or its approval.

CONCLUSIONS. The level of oral communication fear is significantly different in female³ and male students. About 20% of the future teacher of the physical education and educators was characterized by the high level of directiveness. The scales used in this study may serve to measure occupational suitability of the future teacher⁴s and educators.

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Запорізький обласний інститут післядипломної педагогічної освіти

ФІЗІОЛОГІЧНА КРИВА РЕАКЦІЇ СЕРЦЕВО-СУДИННОЇ СИСТЕМИ ОРГАНІЗМУ ДІТЕЙ І ПІДЛІТКІВ НА ФІЗИЧНІ НАВАНТАЖЕННЯ ПІД ЧАС ЗАНЯТЬ ФІЗИЧНОЮ КУЛЬТУРОЮ

Стаття присвячена обґрунтуванню необхідності оновлення структури заняття фізичною культурою в ДНЗ і уроку фізичної культури в ЗНЗ. Подається модернізована методика аналізу результатів пульсометрії як методу медико-педагогічного контролю за ефективністю фізичного виховання.

Ключові слова: фізіологічна крива, заняття, урок, діти, підлітки, фізична культура, методика, здоров'я, медико-педагогічний контроль.

Аксёнова Е.П. Физиологическая кривая реакции сердечно-сосудистой системы организма детей и подростков на физические нагрузки во время занятий физической культурой. *Статья посвящена обоснованию необходимости обновления структуры занятия по физической культуре в дошкольном образовательном учреждении и урока физической культуры в школе. Представлена модернизированная методика анализа результатов пульсометрии как метода медико-педагогического контроля эффективности физического воспитания.*

Ключевые слова: физиологическая кривая, занятие, урок, дети, подростки, физическая культура, методика, здоровье, медико-педагогический контроль.