UNIVERSITY OF SWAZILAND

FACULTY OF COMMERCE

DEPARTMENT OF BUSINESS ADMINISTRATION

SUPPLEMENTARY FINAL EXAMINATION PAPER

JULY 2005

TITLE PAPER : RESEARCH METHODOLOGY

COURSE TITLE : COM 400

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :
(1) TOTAL NUMBER OF QUESTIONS IN THIS PAPER IS FIVE (5)

(2) THE PAPER CONSISTS OF SECTION A AND SECTION B.

(3) ANSWER SECTION A WHICH IS COMPULSORY AND ANY TWO (2) QUESTIONS IN SECTION B.

(4) THE MARKS AWARDED FOR A QUESTION /PART OF A QUESTION ARE INDICATED AT THE END OF EACH QUESTION / PART OF QUESTION.

(5) WHERE APPLICABLE, ALL WORKINGS MUST BE CLEARLY SHOWN.

NOTE: MAXIMUM MARKS WILL BE AWARDED FOR GOOD QUALITY LAYOUT, ACCURACY, AND PRESENTATION OF YOUR WORK.

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

!!!GOOD LUCK!!!

SECTION A (COMPULSORY)

CASE STUDY

Introduction:

Public speech coaches have long taken for granted that there is a positive relationship between preparation time and actual performance in public speech making. They stress the importance of preparation to their students; but what about the student who reports spending hours in preparation and yet makes a poor speech? What about the student who admittedly does very little to prepare but is a superb speaker? Hayes *(1978)* found, for example, that good speakers had lower anxiety levels – this is a factor outside the realm of preparation.

A survey of public speech-making students *(Hayes, 1978)* showed that nearly all perceived a positive relationship between the time they spent preparing for a speech and the quality of the speech that followed. Reisch and Ballard *(1985)* encourage coaches of speakers to emphasize practice, writing that 'practice at any time, in any place will do more to bolster the self-confidence of a novice speaker than any other factor'.
One factor that may diminish the effectiveness of preparation is the amount of anxiety felt by the speaker. Students in basic communication courses, who experience speech anxiety, reported being more concerned about audience size and speech length, than preparation procedures *(Hayes & Marshall, 1984)*.

Research questions:

This study examined the relationship between preparation time and speech anxiety on the quality of public speaking. The two specific questions addressed in the research were as follows:
1. What is the relationship between speech quality and total preparation time?
2. What is the relationship between speech quality and speech anxiety?

Subjects:

The subjects in this study were 49 students from four institutions chosen at random and they were distributed as follows:

- Institution A: 15
- Institution B: 9
- Institution C: 8
- Institution D: 17

The subjects' ages ranged from *18* to *48*, with *a mean age* of *23*. All subjects had completed seven speech-making assignments prior to the final videotaped speech upon which this study is based.

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Procedure:

Speech preparation time
The subjects were asked to indicate, in minutes, the time they spent on the following activities: discussion with coach, library research, audience analysis, preparation of speaking notes, silent rehearsal, oral rehearsal, and other activities. The times were added to get the total time spent in preparation.

Speech quality
A speech rating scale was used to measure the following: the introduction, conclusion, overall organisation, and structure of arguments, eye contact, gestures and movement, voice usage, energy and enthusiasm. Each of these eight elements was evaluated on a 5-point scale: *5- 'done exceptionally well'*; *4-'done well'*; *3-average'*; *2-'done poorly'*; *1-'not done well at all'* and the values were added to get a total score for each subject.

Speech anxiety
Speech anxiety was evaluated with a questionnaire developed by Booth and Gould *(1986)*. The questionnaire consists of 21 items pertaining to the subject's general feelings of anxiety about communication. Subjects assign values for all items (for example, *'I am short of breath before I begin a speech')* on a *4-point scale ranging from 1-'almost never' to 4-'almost always'*. The responses were added to get a single speech anxiety score for each subject.

Data analysis
The data were analysed with the Statistical Package for Social Sciences (SPSS). To determine the relationship among variables, the product moment correlation was used.

Results:

Table D displays the results of this study. It is a summary of the results as they relate to the two research questions.

Table D: Correlations between speech quality and other variables.

	Speech quality
Speech preparation time	*0.75*
Speech anxiety	*0.03*

Booth and Gould *(1986)* used Cronbach's coefficient alpha as a reliability estimate for the communication anxiety questionnaire and reported a coefficient of *0.89*.

Read case study and answer the followings:

(a). Formulate the *research hypotheses or research questions* for the case. (7marks).

(b). Describe the investigation in the case in terms of whether it is *descriptive, explanatory or predictive study*. Briefly explain your answers. (8marks).

(c). To what extent does the *research design* used in the case make provision for *threats to internal and external validity*? Explain your answer in terms of the aims of the study. (15marks).

(d). Complete the case study by writing the *conclusions and discussions*. Pay particular attention to the *possibility of causal* aspects in the case study. (20marks).

Total = 50marks.

SECTION B (ANSWER ANY TWO QUESTIONS).

Q2.(a). *"It is never safe to take published statistics at their face value without knowing their meaning and limitations"*. Elucidate this statement by *enumerating* and *explaining three major points* which you would consider *before using* any published data.

(10marks).

(b).What is the *functions of hypotheses* in research? (15marks).

Q3. (a). What are the *reasons usually adduced for sampling*? (15marks).

(b). Discuss the *characteristics of mail questionnaire.* (10marks).

Q4. (a). Explain the followings:

- *Closed-ended questions*
- *Open-ended questions and*
- *Contingency questions.*

(15marks).

(b). What are the *aims* of science as a *knowledge producing system*? (10marks).

Q5. Discuss the *pros and cons* of Mail Questionnaires. (25marks).

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