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The Effect of Interpersonal Communications
Coaching Sessions on University Students
Suffering from High Communication Apprehension

by

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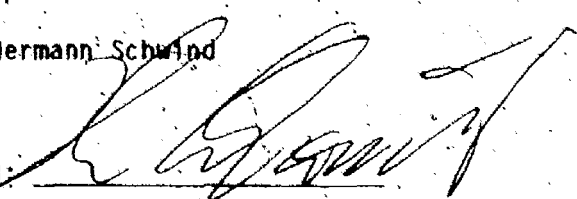
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Abstract

This study examined the effect of Interpersonal Communications coaching sessions on 17 Management students at Saint Mary's University suffering from high Communication Apprehension. The Personal Report of Communication Apprehension was administered before and after the sessions. The Related-Measures t-test revealed that coaching produces significant results. Findings and implications of the experiment are discussed.

Contents

| | Page |
|----------------------------|------|
| Acknowledgements | i |
| Abstract | ii |
| Contents : | iii |

| Chapter | Page |
|--------------------------------|------|
| I Introduction | 1 |
| II Literature Review | 3 |
| III Tools of Research | |
| Methodology | 10 |
| Tables | 14 |
| IV Results | 16 |
| V Discussion | 18 |
| VI Recommendations | 21 |

| | |
|--------------------|----|
| Appendix | 23 |
|--------------------|----|

| | |
|------------------------|----|
| Bibliography | 31 |
|------------------------|----|

INTRODUCTION

Communication Apprehension (CA) is defined as an individual's level of fear associated with an anticipated communication situation with another person or persons. There are two types of CA according to Spielberger (1966) and Lamb (1972). One is "state" apprehension, which is related to such things as public speaking and interviewing. This type of apprehension is very common. Many people fear communicating only for certain duress situations. State CA afflicted 40 per cent of 2,543 adult respondents of a national survey conducted in 1973 by R.H. Bruskin Associates, when required to speak to a group. The other is "trait" apprehension. It is characterized by anxiety with respect to many different communication situations.

A study conducted on nearly twenty thousand college students throughout the United States over an eight year period (1969-1977) revealed that 15 to 20 per cent suffer from debilitating or trait communication apprehension (McCroskey, 1977).

By "debilitating" is meant apprehension of sufficient magnitude to interfere seriously with the individual's functioning in normal human communications" (McCroskey, 1977 p. 28)

There are other forms of CA besides oral. Oral communication apprehension is the most common. Some people fear written communication. Students suffering from this type of apprehension will avoid turning in written assignments and will rarely enroll in courses which require a great deal of writing. Another CA form is receiver apprehension. Wheelless (1975) describes this as the fear of receiving information. Individuals afflicted with this form of apprehension may have difficulty processing information and psychologically adjusting to

messages sent by others.

Education is a communication process. Students must use speaking, listening and writing skills and demonstrate learning. Yet, some students are handicapped in the classroom by severe anxiety about communicating. (Barker, 1982, p.122).

The problem goes even further than the classroom. This affliction will follow individuals throughout their lives, in their job(s), social events, etc. This paper will offer a possible aid in curing their apprehension.

The intent of the study is to determine whether students that have been proven to be communication apprehensives will be able to function in a class designed to encourage communications. Also, will it actually help them overcome their apprehensions? The form of CA to be examined is trait apprehension of oral communication. The experiment included the participation of 17 students, which according to the Personal Report of Communication Apprehension (PRCA) are highly apprehensive. Each student attended one or two, 3.5 hour sessions.

LITERATURE REVIEW

Researchers have been concerned with a person's fear of communicating for almost four decades. From the early works of Lomas (1934) and Henning (1935) to the more recent work of McCroskey (1970, 1975, 1976, 1977) all have focused on CA from the perspective of the negative impact it causes on peoples' lives. The term CA emerged from McCroskey; other terms referring to the same thing include shyness, reticence, speech anxiety etc. Much of the research was on the development of a measurement tool which would prove effective in detecting CA. The tool which was determined to be most accurate according to Daly & McCroskey was the Personal Report of Communication Apprehension (PRCA) which was designed by McCroskey in 1970.

Over a period of one year the instrument was administered to 1,434 college students at Michigan State University. Internal consistency reliability estimates (odd-even) ranged from .92 to .94. Test-retest reliability over a ten day period (N=769) was .83. (McCroskey, 1970 p. 272)

Daly (1975) also tested the reliability of the PRCA by using Cronbach's coefficient alpha (Cronbach, 1951). Results showed internal consistency to be .946. The PRCA is a 25 item questionnaire. (see Appendix A). Other tests developed include Burgoon's (1976) Unwillingness to Communicate Measurement, which consists of 26 items. It is a two-factor measure assessing what she labels a reward factor and an approach-avoidance to communication factor. Based on this two factor approach two measures are derived from her instrument, the Approach Factor (UN) and the Total Measure (UN-T). Lustig (1974) developed the Verbal Reticence Instrument which consists of 23 items. All these instruments employ a questionnaire which offers the participant

situations asking readers to respond according to their avoidance/desire level. These three instruments were compared to McCroskey's PRCA by Daly (1975), but they demonstrated lower reliability scores. For this reason the PRCA was chosen as the measurement for this experiment.

Other instruments cited in the literature included the Measure of Elementary Communication Apprehension (MECA), designed by Garrison and Garrison (1970). The Writing Apprehension Test (WAT) was designed by Daly and Miller (1975). Another instrument is the Receiver Apprehension Test (RAT), developed by Wheelless (1975).

Physiological measurements monitor the bodily reactions (heart rate, and degree of perspiration on the hands) during communication. These measures indicate the level of stress the participant is experiencing in a given communication situation. Physiological measurements are accurate, but very expensive.

The students suffering from CA do have disadvantages in the classroom. They are considered shy people and may get mistaken for disinterested students. According to Freimuth (1976) the research that best examines shy students' behavior in the classroom was conducted by Zimbardo in 1970. He suggested that these people are very reluctant to initiate conversation, add new ideas, ask questions, or volunteer for anything. Of course, the communication apprehensives do not interrupt and are happier in situations where there is no interaction between others. Shy students tend to use few hand gestures during interviews. Shy children spend more time in their seats because wandering may put them into a communication encounter. Rarely does the teacher assign these communication apprehensives special duties and they often get fewer social rewards. (Freimuth, 1976)

These traits have a negative impact on the learning environment according to McCroskey. It has an effect upon the student's achievement (McCroskey, 1977c, p. 29). The reluctance to communicate generally leads to poor educational achievement (Barker, 1982, p. 122).

High apprehensives usually have lower grade point averages than those who have low CA scores. However, in a lecture-only class high communication apprehensives do not appear to be disadvantaged (McCroskey, 1977c).

McCroskey and Anderson (1977) have demonstrated that high CA students do not do as well on Scholastic Aptitude Tests as low CA students. Hurt and Preis (1976) did extensive research on the effect high CA has on the cognitive or intellectual dimension of academic success. They also researched the affective dimension of academic success. Those students who are high apprehensives probably do not like school, therefore, the chances for them being high achievers are slim. Hurt & Preis's statistical analysis proved that CA is significantly negatively related to both academic affect (attitude towards school), and academic consequences (final grades).

The causes of CA are not fully known. Case studies (Phillips and Butt, 1966) and surveys (Wheless, 1971) suggest the development of CA during early childhood years. It is clear that many children suffer from high levels of CA when entering kindergarten. However, a child is probably not born with CA, so most likely it is a learned trait. A child will repeat behaviors that have been reinforced. The Skill Acquisition Theory suggests that a child becomes apprehensive because he/she did not develop the skills necessary for successful communication (Freimuth, 1976).

The modeling theory suggests that high CA may have developed as a result of imitation (Freimuth, 1976). This implies that high apprehensive parents will have high apprehensive children. Zimbardo (1977) states that shy parents are likely to have one shy child and that it is usually their first born. Whatever the cause, there is also the possibility that the behavior was reinforced in school. Quite often the "well behaved" student is one who is quiet and non-disruptive. The child that speaks out in class may be punished while the quiet child will be reinforced for silence. Therefore, instead of the school helping the child to overcome the problem, educational institutions reinforce the behavior.

Until the last decade only one method was employed, and it is still the most widely employed. This is most unfortunate because the method is demonstrably not only ineffective but seriously harmful to the individual with high CA. (McCroskey, 1977, p.90)

The method McCroskey speaks of is public speaking. Public speaking has great value for people with moderate or low CA. However, for people with high CA such experiences are deeply traumatic. The PRCA test was used to examine the validity of the method (McCroskey, 1977). The PRCA was administered to over 600 students in a public speaking class. Over half the students who were identified to have high CA dropped out of the class. Those that did remain showed a significant increase in CA as measured by PRCA. However, when considering all of the students who completed the course, the average CA level was found to drop significantly. Thus, while it helped a majority, it hurt those in the greatest need of help (McCroskey, 1977b).

There is other research that indicates that a course in public speaking does not reduce a student's CA (Brooks & Platz, 1968; Taylor and Hamilton, 1974). This research states that when considering all students

7

enrolled in a public speaking class the impact is a reduction in CA (Giffin & Friedrich, 1968). However, Dymacek (1971) found that an interpersonal communications class was at least as effective in reducing CA. This class, however, did require seven speeches.

The treatment which Freimuth (1976) says is the most widely used is called Systematic Desensitization (SD). SD has become a popular method of treatment because it is highly effective, easy to administer, and relatively inexpensive. (Barker, 1982, p. 132)

With the utilization of this method Freimuth (1976) recommends that a person with a background in clinical psychology be in attendance. SD employs learning a muscular relaxation procedure. The individual constructs a hierarchy of fearful speaking situations. Then the individual, in a state of relaxation, is told to imagine the least threatening situation and to continue relaxing. This is repeated right up to the most threatening situation.

The theory behind SD is that one eliminates the anxiety response through a counterconditioning process that pairs the threatening stimulus with a relaxation response rather than with heightened arousal. Variations in the traditional SD procedures, such as administration to groups rather than individuals, and audiotaped self-administered SD, seem to be equally effective (Freimuth, 1976).

Rational Emotive Therapy (RET) developed by Ellis (1958) stresses cognitive anxiety because of irrational thinking. Ellis believes that if the irrational thinking can be deconditioned, then the anxiety will disappear. RET is a therapeutic technique which employs training people to substitute rational for irrational self-verbalizations. The technique requires the supervision of a professional clinician (Ellis, 1958).

Other methods have been suggested in the research of recent years, but most have yet to receive sufficient validation. These include relaxation induced by biofeedback (Barter, Cegala Kibler, & Wahler, 1972), group counselling (Giffen, & Bradley, 1969), reality therapy (Phillips & Metzger, 1973). Two very promising methods are Conditioned Relaxation (Heald, 1996), which is very similar to Systematic Desensitization, and skills training developed by Fremouw (1975), and Schwalb (1976).

Although at this point only systematic desensitization has been clearly demonstrated by numerous researchers to be an effective method of reducing CA for people with high levels of CA, it is reasonable to expect that, from among the variety of methods, there will emerge several effective methods in the near future (McCroskey, 1977).

Based on the literature above, the study attempts to test the following Hypotheses:

Hypothesis 1: The self-selection of classes does not significantly affect the randomness of the students in the sections.

It is assumed that the CA scores will not vary significantly from class to class because the students chose their own section.

Hypothesis 2: Coaching will decrease CA scores.

It is expected that the scores of the high communication apprehensives will decrease significantly. The coaching is designed to enhance their self-image. Because of this the participants should develop positive attitudes about their own feelings. The

participants' inhibitions towards communication should be reduced significantly.

Hypothesis 3: Regular teaching will not decrease the CA scores of the control groups.

It is assumed that the scores of the control group will remain the same, or change very little. Regular teaching should not aid students in decreasing their scores because course content does not deal with interpersonal communications.

Methodology

The "Personal Report of Communication Apprehension" (PRCA) designed by McCroskey in 1970 was distributed twice to six classes of Introduction to Management (281.2) at Saint Mary's University. The students were instructed to identify themselves by using the last three digits of their student numbers, so their questionnaires appeared to be anonymous. The two tests were distributed three months apart, the first one before the experimental treatment sessions and the second after the sessions. One of the classes was used as a control group, and was not approached with regard to attending any coaching sessions. A total of 135 students completed the PRCA. The PRCA scores were calculated and those who received a score which was higher than 84 were approached regarding attending the coaching sessions. It was determined that 46 had high CA scores, two of whom were in the control group, therefore they were not recruited. These figures indicate that 33% of the management students were high communication apprehensives.

The recruitment of the forty-four communication apprehensives was achieved by going to each class and calling out their student numbers when the professor was not present. The students were instructed to remain after class if their number was called. Those that remained were asked to attend sessions on communication. They were informed of the benefits associated with the classes, and encouraged to come. Cards were completed which contained their telephone numbers and their free time. Thirty-three cards were turned in, seventeen were able to attend either one or two of the sessions. The others either refused, or stated they were unavailable.

Four sessions were held in order to accommodate all of the participants. Sessions were held on three Sundays. The first session was held at two different times the same day. The other two classes were conducted on two consecutive Sundays. It was necessary to conduct the second session twice because of poor attendance.

Participation was entirely voluntary, the only influence involved a soft sell job on the benefits of attending the sessions in relation to their future needs. In other words, good communication skills are required for interviews, management positions, and almost every job. Seven of the students attended two sessions, and ten came once. Each session was 3.5 hours long. The classes contained activities based on Interpersonal Communications.

There was no reference to there being any relationship between the questionnaire and the attendance of the sessions. The participants were informed that the choice of students was random. No mention was made that they fear communicating more than most of the students in management. The explanation given was that almost everyone fears communication of some form; however, the way to overcome these fears are to recognize them and take action. Self-image enhancement was stressed throughout the 3.5 hours. Coaching on recognizing individual differences and accepting these incongruencies were used to come to terms with their own character strengths and weaknesses. The sessions did not require the participants to stand up and give a speech; however, the students were prompted to express their opinions.

The first class began with an interview (Appendix B). The students chose their partner based on the fact that they did not know this person, then an interview sheet was completed. Each participant was required to introduce his/her partner to the rest of the class. Following the

Interview there was a discussion on communication, including the importance and the definition. Two cartoons were used to encourage the discussion (Appendix C & D). Then the participants ranked 10 communication situations according to their own area of difficulty. The ranking exercise was used to check each student's progress.

Role plays were used to get the students to express their feelings in various communication situations. The role plays were designed to involve varying opinions which were based on sex and up-bringing. This led to discussions of how communication differs according to whom the conversation is with. The remainder of the class involved further discussions designed to set the participants at ease.

Those that were absent for the first class came in early for the second. They were informed of the activities they had missed. The second session was more demanding on the participants. The class began by demonstrating how difficult it is to communicate without words with the use of an exercise called co-operative squares (Appendix E). This exercise (Myers & Myers, 1976) requires each participant to work towards the same goal through co-operation.

One way versus two way communication (Blubaugh & Quiggins, 1981) required a spokesperson. This was decided democratically. Two diagrams were given to the leader who was instructed to explain how to draw the first picture (Appendix F-1) class. The participants were not permitted to ask any questions. For the second picture (Appendix F-2) the other participants were allowed to ask questions on the accuracy of their vision. The correctness was checked on both drawings, and then the outcome was discussed.

The class was divided into two groups. A story (Blubaugh & Quiggins, 1981) was dictated to the first group (Appendix G-1), then they were to

tell the story to the second group. The exercise was repeated in reverse, (Appendix G-2) where the second group repeated their story to the first. This displayed how easy it is to confuse issues and leave out details when communicating.

The next activity involved the class in a test of each individual's realistic self-image. Each student completed a card on every participant, which was to contain the food, colour, automobile, animal, and famous character that reminds him/her most of each person in the class. The reason for choosing that particular animal, food, etc. should be explainable, because upon completion of the exercise each individual received the cards written on them and then the class exchanged questions and opinions regarding others' selections.

Understanding one's self, and accepting both the good and the bad characteristics helps an individual restore confidence. The attempt at instilling confidence involved the class in writing down their personalities pros and cons. The participants were required to share his/her characteristics and how they would like to change them with the rest of the class. This illustrated to everyone that no one is perfect. The class finished by ranking the 10 communication situations again. The first set of scores was redistributed and compared. Each participant found that his/her anxiety regarding communicating had dropped somewhat. Approximately three weeks later the PRCA was administered for the second time.

Table I

The Scores of the High Communications Apprehensives
Who Attended the Sessions

| Student # | First Test Mark | Second Test Mark | Difference |
|-----------|-----------------|------------------|------------|
| 1 | 110 | 84 | 26 |
| 2 | 100 | 88 | 12 |
| 3 | 90 | 91 | -1 |
| 4 | 107 | 83 | 24 |
| 5 | 88 | 74 | 14 |
| 6 | 98 | 94 | 4 |
| 7 | 93 | 87 | 6 |
| 8 | 86 | 84 | 2 |
| 9 | 85 | 65 | 20 |
| 10 | 88 | 57 | 31 |
| 11 | 97 | 97 | 0 |
| 12 | 85 | 78 | 7 |
| 13 | 88 | 78 | 10 |
| 14 | 97 | 92 | 5 |
| 15 | 85 | 90 | -5 |
| 16 | 102 | 76 | 26 |
| 17 | 107 | 105 | 2 |
| <hr/> | | | |
| Means | 94.47 | 83.71 | 10.76 |

Table II

The Scores of the High Communication Apprehensives
Who Did Not Attend the Sessions

| Student # | First Test Mark | Second Test Mark | Difference |
|-----------|-----------------|------------------|------------|
| 1 | 96 | 100 | -4 |
| 2 | 94 | 83 | 11 |
| 3 | 86 | 94 | -8 |
| 4 | 90 | 92 | -2 |
| 5 | 97 | 90 | 7 |
| 6 | 89 | 73 | 16 |
| 7 | 99 | 119 | -20 |
| 8 | 89 | 94 | -5 |
| 9 | 106 | 106 | 0 |
| 10 | 95 | 86 | 9 |
| 11 | 84 | 86 | -2 |
| 12 | 87 | 83 | 4 |
| 13 | 88 | 95 | -7 |
| <hr/> | | | |
| Means | 91.95 | 92.38 | -.54 |
| <hr/> | | | |

Results

A preliminary step in the analysis was an assessment of the probability of receiving a random distribution even though students choose their own classes (Hypothesis 1). This was tested by using the Independent - Measures t-test on the two classes with the largest variance in their questionnaire scores. The difference between the means was not significant; ($p > .10$). Thus Hypothesis 1 was supported.

Hypothesis 2 predicted that motivational coaching will produce significant results in the differences between the 2 separate PRCA questionnaire scores. Table I illustrates the communication apprehensives' scores on the first test, the second test, and the difference between the scores. The Related Measures t-test was used to determine whether the two means gathered on this group of students were significantly different. The effect of coaching was significant; ($t=3.82$, $p < .01$). Hypothesis 2 was supported.

Hypothesis 3 suggested that regular teaching would not prove to decrease the CA scores significantly. The Related-Measures t-test was used to measure the relationship between the first and second questionnaire scores. The t-test was conducted on three different groups. The first group was the class out of six that displayed the largest variance between the two marks. However, the difference between the means was not significant; ($t=1.91$, $p > .05$). The second group involved those who were determined to have high CA on the first test, but did not attend the communication session. Out of a possible 29, response on the second test was only received from 13. Table II contains the PRCA scores and the difference between the two. The results failed to reach significance; ($p > .10$). The control group's scores were examined last.

The difference between the means was not significant; ($p > .10$).

Hypothesis 3 was supported.

DISCUSSION

The data clearly support that Interpersonal Communication coaching sessions will help students overcome their apprehension regarding communicating with others. Communication apprehensives do find it difficult to relate to others and they will avoid communication situations whenever possible. This behavior has many negative aspects which have harmed and could continue to harm the individual. The recognition of the problem, and the desire to overcome it, can help the individual who suffers from CA solve the problem. The method of enticing the students to attend the sessions was stating the benefits of the sessions. This form of enticement may have encouraged only those to attend who recognized their deficiency and had the desire to eliminate it. The professors also encouraged the students to participate so their exact reason for attending the sessions is unknown. The participants were told they were chosen randomly, no reference was made to the questionnaire. Therefore, they could not be certain why they were approached. However, the students clearly indicated they realized their apprehension and believed that improving their communication skills would be an asset.

The regular classroom permits the student suffering from high CA to hide behind those with low CA. The discussions in the classroom tend to be dominated by those who are not shy. Therefore, it could be very important to group the communication apprehensives together. By putting all those experiencing high CA in the same classroom where communication is required, they feel compelled to speak. This opportunity allows each individual the chance to feel at ease in discussions. There are fewer interruptions by the students and they listen to others' points of views

more intently. Removing the high CA from their regular classroom setting may have been one of the reasons why the results were significant. The sessions drew each person "out of his/her shell". They were required to face their inhibitions, and they were verbally reinforced for any input. Students could relate to one another because they all entered the sessions on the same level. High communication apprehensives should be encouraged to express their opinions, and then reinforced for their views. The regular classroom is not really conducive for this type of atmosphere. Afterall, outgoing students will tend to continue to dominate discussions. However, removing those with high CA, and providing coaching sessions for them, helps to build a stronger self-image which provides them with the courage to relate to others.

Another part of the experiment investigated whether students in the six classes were self-selective, because students at Saint Mary's select their own classes. The results indicated no bias. Students most likely chose their classes on the basis of time, availability, and the professor, and this may not correlate with whether they are shy, outgoing, etc.

The results derived by testing Hypothesis 3 showed that regular teaching does not help to decrease CA scores. The control group was used because its class was not approached to attend any sessions. Therefore, the test scores could not have changed. Those with high CA scores that did not attend the sessions were tested to determine whether the only direction high scores could go was down. The concern was since all the high CA scores were over 84, and the highest possible score was 125, perhaps all scores would drop. This was not the case. The mean of the CA scores for those who were not in attendance actually increased. However, this increase was not significant. Self-image enhancement was

not encouraged in their regular class and the students undoubtedly behaved exactly the same as before.

Little can be done to cure communication apprehension in the regular classroom. Requiring the student to participate will only aggravate the student's problem. Requiring the student to give formal presentations could have disastrous results. But the classroom teacher can avoid hurting the communication apprehensive student. (McCroskey, 1977c, p.33)

It has been observed that regular classroom teaching does not provide help for those with high CA. However, CA should not be ignored. The real solution to the problem can only be coaching. Teachers should be prepared to detect CA, and have it treated. This paper offers another method of treatment which is inexpensive, relatively easy to administer, and yields significant results.

Recommendations & Conclusions.

Another group of handicapped children is not included in the HEW figures, nor are they provided the special attention they need in our schools. These are the thousands, probably millions of children and young people who are "Communication Apprehensives"; (McCroskey, 1977, p 32.)

The research studies cited in this paper clearly display the existence of CA within the university setting. Earlier research indicated that approximately 20-30% of university students in the United States suffer from high CA. The present study conducted on the management students indicated that 33% suffer from high CA. These students are supposed to be at Saint Mary's to prepare themselves for either the working world or further studies. Both of these endeavors require some excellence in communication. The best recommendation is directed at educational institutions. They should recognize this problem and make an attempt to help those who suffer from CA.

The purpose of this experiment was to supply an effective tool to eliminate the problem of CA. The statistical analysis definitely proves that communications coaching does help the communication apprehensives. Recommendations based on the experiment include the fact that the participants were volunteers. It would be very interesting to see if the results were any different if participation were obligatory. However, one should keep in mind the ethical considerations involved with coercion.

The environment best suited to conduct the sessions should contain only those suffering from high CA. Low communication apprehensives may overpower the others if they are in attendance. The environment should encourage participation from those with high CA at all times, but should not be so severe as public speaking. Concepts and activities should be used which allow the students to explore their self-images.

Future studies could also include a longer period of time between the tests and the retest. This would determine if the coaching sessions have a lasting effect. A retest of the experiment's participants a year from now would be appropriate to ensure their confidence with communication still exists. A longer period between the first test, the sessions and the second test may reveal different results.

Longer sessions are recommended. The experiment consisted of sessions lasting 3.5 hours. The participants either attended 1 or 2 of these sessions, yet the sessions yielded significant results. Two people did not decrease their CA scores. If there had been more sessions to attend, that figure may have dropped to zero. Attendance to many sessions similar to the one carried out in this experiment could produce better results.

There is a moral issue involved here. If a student prefers to be silent and avoids all communication, does the school have any right to change that attitude? Schools are obligated to offer education to all. The reason for this obligation is that the individuals can contribute ideas, thoughts, and experiences to the community (Judy, 1974). If the individual is a high communication apprehensive his/her ideas will not be expressed and society will lose. Therefore, the school system should feel responsible to provide students with the ability and the desire to express themselves.

APPENDIX A

Last 3 digits of your Student No. _____

Directions: This instrument is composed of twenty-five statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) Strongly Agree, (2) Agree, (3) Am Undecided, (4) Disagree, or (5) Strongly Disagree with each statement. There are no right or wrong answers. Please work quickly, circle your first impression.

| | SA | A | UN | D | SD |
|--|----|---|----|---|----|
| 1. While participating in a conversation with a new acquaintance I feel very nervous. | 1 | 2 | 3 | 4 | 5 |
| 2. I have no fear of facing an audience. | 1 | 2 | 3 | 4 | 5 |
| 3. I talk less because I'm shy. | 1 | 2 | 3 | 4 | 5 |
| 4. I look forward to expressing my opinions at meetings. | 1 | 2 | 3 | 4 | 5 |
| 5. I am afraid to express myself in a group. | 1 | 2 | 3 | 4 | 5 |
| 6. I look forward to an opportunity to speak in public. | 1 | 2 | 3 | 4 | 5 |
| 7. I find the prospect of speaking mildly pleasant. | 1 | 2 | 3 | 4 | 5 |
| 8. When communicating, my posture feels strained & unnatural. | 1 | 2 | 3 | 4 | 5 |
| 9. I am tense and nervous while participating in group discussion. | 1 | 2 | 3 | 4 | 5 |
| 10. Although I talk fluently with friends, I am at a loss for words on the platform. | 1 | 2 | 3 | 4 | 5 |
| 11. I have no fear of expressing myself in a group. | 1 | 2 | 3 | 4 | 5 |
| 12. My hands tremble when I try to handle objects on the platform. | 1 | 2 | 3 | 4 | 5 |
| 13. I always avoid speaking in public if possible. | 1 | 2 | 3 | 4 | 5 |
| 14. I feel that I am more fluent when talking to people than about other people are. | 1 | 2 | 3 | 4 | 5 |
| 15. I am fearful and tense all the while I am speaking before a group of people. | 1 | 2 | 3 | 4 | 5 |
| 16. My thoughts become confused and jumbled when I speak before an audience. | 1 | 2 | 3 | 4 | 5 |
| 17. I like to get involved in group discussions. | 1 | 2 | 3 | 4 | 5 |
| 18. Although I am nervous just before getting up, I soon forget my fears and enjoy the experience. | 1 | 2 | 3 | 4 | 5 |
| 19. Conversing with people who hold positions of authority causes me to be fearful & tense. | 1 | 2 | 3 | 4 | 5 |
| 20. I dislike using my body and voice expressively. | 1 | 2 | 3 | 4 | 5 |
| 21. I feel relaxed and comfortable while speaking. | 1 | 2 | 3 | 4 | 5 |
| 22. I feel self-conscious when I am called upon to answer a question or give an opinion in class. | 1 | 2 | 3 | 4 | 5 |
| 23. I face the prospect of making a speech with complete confidence. | 1 | 2 | 3 | 4 | 5 |
| 24. I'm afraid to speak up in conversations. | 1 | 2 | 3 | 4 | 5 |
| 25. I would enjoy presenting a speech on a local television show. | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

INTERVIEW

- 1) NAME: _____
- 2) ADDRESS: _____
- 3) REASON FOR BEING HERE: _____

- 4) TEN YEARS FROM NOW I HOPE TO BE: _____

- 5) SATURDAY NIGHT I WILL BE: _____

- 6) THIS UNIVERSITY IS: _____

- 7) ASSOCIATIONS & CLUBS I BELONG TO INCLUDE: _____

INTERVIEW CONT'D.

8) MY HOBBIES & EXTRA - CURRICULAR ACTIVITIES INCLUDE: _____

9) MY THOUGHTS OF COMMUNICATION ARE: _____

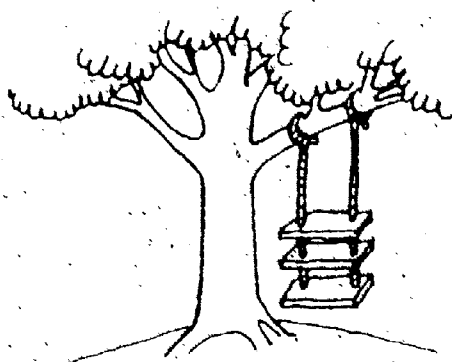
10) THE COURSE OUTLINE IS: _____

11) I FEEL THIS COURSE WILL HELP ME: _____

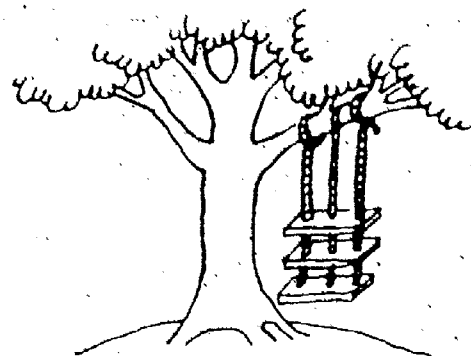
12) I EXPECTED THE COURSE WOULD ALSO INCLUDE: _____

APPENDIX C

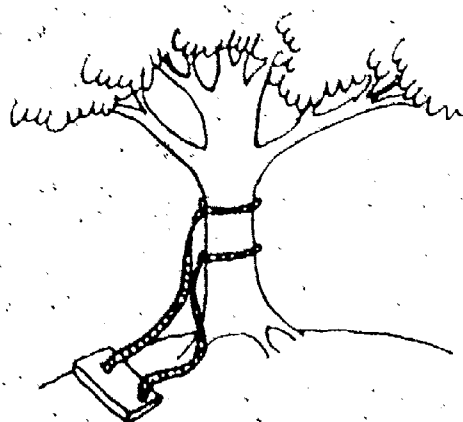
170 Let's Talk



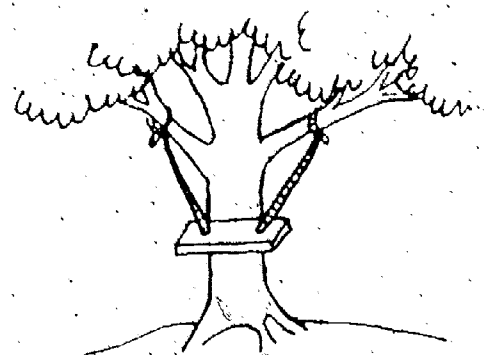
As Marketing Requested It



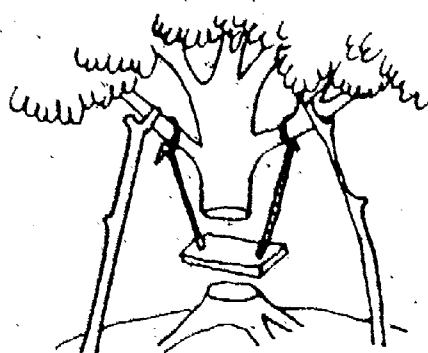
As Sales Ordered It



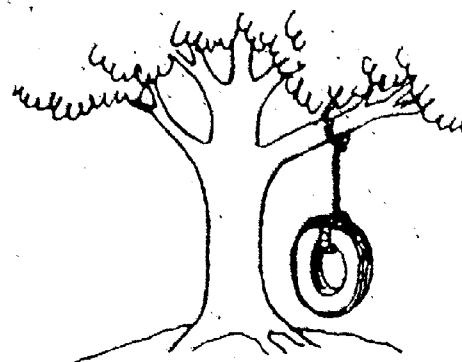
As Engineering Designed It



As Data Processing Programmed It



As Service Installed It



What the Customer Wanted

APPENDIX D



CHAPTER 7

LEADERSHIP AND POWER

Activity #1 - Trading Cards - The instructor should not point out that all partners can finish equally with the same cards they started with. That is, they do NOT have to trade. It is possible to remain passive and not involved, and end up where you started.

Activity #3 - Cooperative Squares - While the squares can be any size, we have found that six inches by six inches makes a good size to work with and shove about. If you intend to use this game often, it is impressive to have squares cut from pressed wood and painted (different colors for each of the letter groups: all "a" triangles are blue, one "c" should be red and another yellow, etc.).

INSTRUCTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

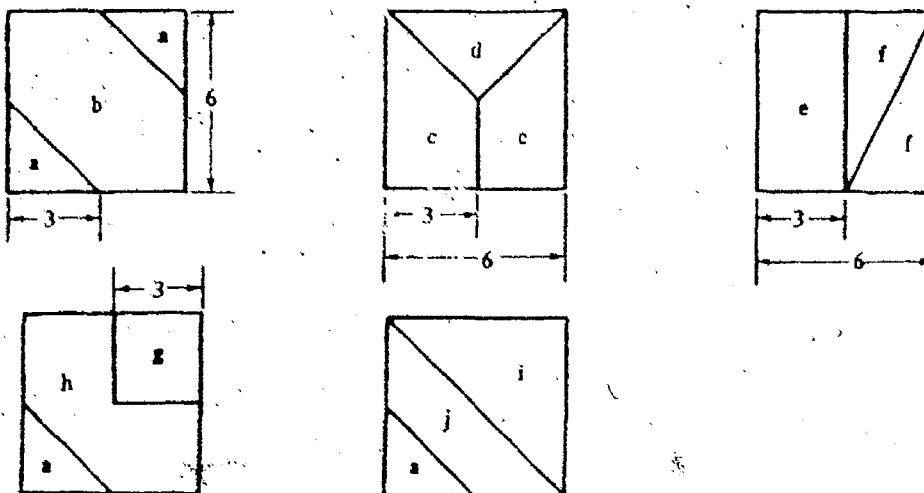
To prepare a set, cut out five cardboard squares of equal size (six-by-six inches). Place squares in a row and mark them as below, penciling the letters a, b, c, d, etc., lightly so they can later be erased.

The lines should be drawn so that, when cut out, all pieces marked "a" will be of the same size, all pieces marked "c" will be of the same size, etc. By using multiples of three inches, several combinations will be possible to make two or three or four squares, but only one combination will make five squares of equal size.

After the lines are drawn and the parts marked, cut along the lines. Mark the five envelopes A, B, C, D, and E. Distribute the pieces as follows:

- Envelope A: i, h, c
- Envelope B: a, a, a, c
- Envelope C: a, j
- Envelope D: d, f
- Envelope E: g, b, f, c

Erase the penciled letter from each piece and mark the envelope letter instead so the pieces can be returned to their envelope easily after completion of the exercise.



APPENDIX F

II. "ONE-WAY VS. TWO-WAY COMMUNICATION"

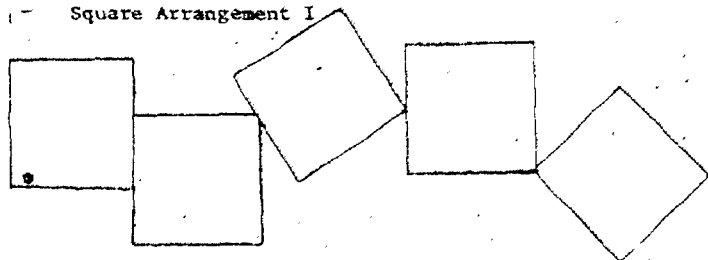
Instructions

- Before class, on separate pieces of paper copy each of the following two drawings and on the chalkboard make this chart:

| One-way communication | | Two-way communication | |
|-------------------------------------|-----------------|-------------------------------------|-----------------|
| Time _____ | | Time _____ | |
| Estimated accuracy | Actual accuracy | Estimated accuracy | Actual accuracy |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| 0 | | | |
| Frustration Level (high, med., low) | | Frustration Level (high, med., low) | |
| Other Feelings | | Other Feelings | |
| Sender | Receiver | Sender | Receiver |

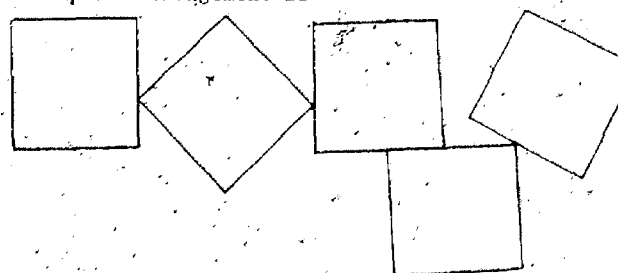
- Have the class choose a person who can give directions clearly to be the sender. Tell each student to have a pencil and paper and to be prepared to follow the sender's instructions.
- Place the sender out of sight, but within hearing of the class. Give him drawing 1, and instruct him to try to describe the diagram so completely and clearly that each student can make one exactly like it. Tell the students they are to follow the sender's directions without any communication with him or with each other. Note the time when the sender begins.

Square Arrangement I



- When the sender has finished, record on the chart how long he took. Then find out how many students think they have drawn all five figures correctly, four correctly, three correctly, and so on. Record the responses on the chart.
- Ask students to describe, in a word or two, how they felt in terms of frustration during the demonstration and how they think the sender felt. Have the sender do the same. Record their feelings of frustration as high, medium, or low.
- To demonstrate two-way communication, give the sender drawing 2 and have him face the class. Again, his job is to describe the diagram clearly and completely. This time, however, the receivers may ask questions and the sender may reply, without gestures.

2 - Square Arrangement II



- Repeat steps 5 and 6. Then show the drawings to the class, or copy them one at a time on the chalkboard.
- Have each student score his actual accuracy. To be correct, a figure must be the right shape and in the proper relationship to the other figures.

Typically, the following results can be observed:

- Two-way communication takes much longer.
- Two-way communication results in greater accuracy in the drawing.
- In one-way communication, the sender feels relatively relaxed and confident while the receiver is uncertain and frustrated.
- In the two-way communication, the sender often feels frustrated or hassled while the receiver feels relatively confident and relaxed.
- In one-way communication the sender usually describes the task as relatively easy.
- In two-way communication the sender usually describes the task as fairly difficult.

Processing the Exercise

- Have the class compare the results of the one-way and the two-way situations and discuss the advantages and/or disadvantages of each. Refer to the discussion on pages 7 and 8.
- As a class, discuss the differences inherent in each situation such as the absence of both verbal and nonverbal feedback in the one-way situation.
- Compare the results of your class with the typical observations.

Instructions:

1. Have five volunteers leave the classroom. While they are out, read one of the following stories to the rest of the class.

1 - The Knife Fight (By Ralph Nichols)

Yesterday about six o'clock I had a phone call from a friend of mine who, as he was coming out a hamburger shop at Washington and Marquette in Minneapolis, saw a couple of men come out of a nearby saloon fighting. One looked like a university student. The other was a black fellow of about the same age. Just then he said he saw a man in a blue uniform go around the corner so he ran down the block to try to get his help in stopping the fight. When he caught up with the uniformed man, my friend found that he was an off-duty fireman who stated he had no police authority. By the time my friend returned the white fellow had drawn a knife and had tried to stab the black man. But just then a police car drove up and two burly police jumped out and stopped the fight. One of the on-lookers was the only one injured. He got too close and was cut badly with the knife. He was carried by the two policemen to the squad car and was taken to the police station. The white fellow had evidently been drinking heavily and had started a fight with the black man, according to witnesses in the bar.

2 - Induction Day (By John Gregory Dunne and Joan Didion, from The Saturday Evening Post, May 18, 1968, page 20.)

Shortly before seven Richard Kunst entered the induction center. He was a handsome boy with a trim blond beard. He had his wife and a friend with him. She was a quiet, attractive young woman with a ban-the-bomb emblem pinned to her coat. It was several moments before anyone took notice of Kunst. He finally spoke to a sergeant who waved his thumb over his shoulder and mumbled, "Oh, yeah, you want to talk to the lieutenant." The sergeant yawned, the lieutenant seemed embarrassed. The officer informed Kunst of the penalties and asked him to wait until an FBI agent arrived at the station to witness his refusal to report. Kunst cleared his throat. "I think my wife is as valid a witness as an FBI man," he said. The lieutenant shrugged. A few steps away Colonel Cortez made a show of not paying attention and examined his hatband. The friend and Kunst's wife signed as witnesses, but then Kunst himself refused to sign the papers. "No, I don't think I will," he said. Less than three minutes had passed. Kunst looked around. Colonel Cortez was still examining his hatband. With his friend and his wife, Kunst walked out of the center.

2. After you have read the story, ask one volunteer back into the room. Have one of the students who heard you read the story tell it to the first volunteer.
3. After the story has been told to the first volunteer, have a second volunteer brought into the classroom and the first volunteer is instructed to tell the story to the second as he/she heard it.
4. After this a third volunteer is brought into the room and the second volunteer relates the story as he/she heard it from the first volunteer. Repeat this procedure until the last volunteer has heard the story.
5. Have the final volunteer repeat the story as he/she heard it to the whole class. After the story has been told by the final volunteer, the original story should be read aloud once again.

Processing the Exercise:

1. Have the class discuss any general observations they have made concerning the nature of serial communication and language usage during this exercise.
2. What effects occurred as a result of repeating the story through six people? (Example: facts were omitted and distorted.)
3. What role did language play in influencing the story? Were there words and facts that were unaltered why?

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