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AN INVESTIGATION INTO THE NATURE
OF TRAITLIKE AND SITUATIONAL
COMMUNICATION APPREHENSION OF
NON-TRADITIONAL UNDERGRADUATE STUDENTS

A Thesis

Presented to the
Department of Communication
and the
Faculty of the Graduate College
University of Nebraska

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
University of Nebraska at Omaha

by

Janice Gayle Poppenga

December, 1994

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THESIS ACCEPTANCE

Acceptance for the faculty of the Graduate College,
University of Nebraska, in partial fulfillment of the
requirements for the degree Master of Arts, University of
Nebraska at Omaha.

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ABSTRACT

This thesis investigated the nature of traitlike and situational communication apprehension of non-traditional undergraduate students. Two research questions were posited and tested utilizing the Personal Report of Communication Apprehension instrument (McCroskey, 1982a) and the Situational Communication Apprehension Measure (McCroskey & Richmond, 1982). Results indicated that no significant differences were found between non-traditional and traditional students on traitlike communication apprehension. In addition, significant differences were found between non-traditional and traditional students on situational communication apprehension. Discussion and interpretation of results and future issues for research on non-traditional students are explored.

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J.G.P.

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CHAPTER I

Statement of the Problem

For several decades, communication researchers have studied a pervasive communication problem in contemporary society -- oral communication apprehension (Freimuth, 1976; Glaser, 1981; McCroskey, 1984a; 1982b; 1977a; McCroskey, Daly, & Sorensen, 1976; McCroskey & Richmond, 1976). While research suggests the development of communication apprehension during the early childhood years (McCroskey, 1977a; Phillips & Butt, 1966; Wheelless, 1971), the impact of high levels of communication apprehension most often is felt much later in an individual's academic, economic, and social life. An individual's future success in the academic and business world can be affected by the negative perceptions individuals have of the high apprehensive person. High communicative apprehensive persons, who are characteristically low in assertiveness and responsiveness (Knutson & Lashbrook, 1976), are perceived less positively by others than people who experience lower levels of communication apprehension (Daly, McCroskey, & Richmond, 1977; McCroskey, 1977a).

One area in which the impact of communication apprehension has received considerable attention is the classroom environment (McCroskey, 1977b; McCroskey &

Andersen, 1976; Neer, 1987; Neer & Kircher, 1989; Scott & Wheelless, 1977). The capability of a student to succeed in the learning environment is partially determined by his or her ability to communicate effectively (Garrison, Seiler, & Boohar, 1977; McCroskey, 1977a). Research conducted over the past twenty years suggests that college student academic performance and learning are significantly affected by student levels of communication apprehension (Bettini & Robinson, 1990). While studies investigating the relationship of communication apprehension to classroom achievement have established no meaningful relationship between communication apprehension and intelligence (Bashore, 1971; McCroskey, Daly, & Sorensen, 1976), students with high communication apprehension overall have lower grade point averages (McCroskey, Booth-Butterfield, & Payne, 1989).

Conceptualizing communication apprehension as a causal agent in student success (McCroskey, Booth-Butterfield, & Payne, 1989) has made the role that communication apprehension plays in shaping educational outcomes a major concern of instructional communication researchers (Powers & Smythe, 1980). McCroskey, Booth-Butterfield, and Payne (1989) found that communication apprehension has its strongest impact during the first two years of college. This result has a particularly important implication for

many of today's college students as in recent years enrollment trends in institutions of higher education have drastically changed as a result of the overall changes in the American society. There are now vast numbers of non-traditional, adult learners enrolled in these institutions (Crimmins & Riddler, 1985). Census Bureau statistics report that by the year 1995, 66% of all incoming freshmen will be non-traditional students (deBlois, 1992).

Comparative studies of adult learners and traditional undergraduate students have shown important differences in these two student groups, differences which may have implications for instructors regarding the way they should interact in the classroom (Comadena, Semlak, & Escott, 1992). Contending that it is reasonable to speculate that communication apprehension is a determinant of student success (McCroskey, Booth-Butterfield, & Payne, 1989), the focus of this thesis is to examine the communication apprehension levels of both traditional and non-traditional students enrolled in a two-year community college and determine if a significant difference exists in the degrees of communication apprehension between traditional undergraduate students and non-traditional, undergraduate adult learners. In order to examine the purpose of this thesis, the following sections review the literature on non-traditional students and communication apprehension.

Review of Literature

Non-traditional Students

The statement that "education is both a vehicle for and an expression of the changes occurring in the society at large" (Astin, 1976, p. 89) exemplifies the demographic trends in higher education within the last twenty years. The "traditional" undergraduate student is no longer between the ages of 17 and 22. Crimmins and Riddler (1985) stated that the proportion of total college enrollment of persons aged 35 and over has increased at roughly twice the pace of college enrollment of all ages. Projections to the year 2000 indicate a substantial increase of enrollees aged 35 and over (Crimmins & Riddler, 1985). The construct non-traditional, adult learner denotes this new population of higher education students who are returning to formal education after an interruption.

This increase of older students in higher education is comprised of approximately two-thirds female members (Breese & O'Toole, 1994; Holliday, 1985); thus, this review focuses on the female adult learner.

Literature has made it evident that the non-traditional female student is no longer a middle-class, middle-income, middle-aged woman (Breese & O'Toole, 1994; Ebaugh, 1988; Holliday, 1985). Previous research, which identified the older woman as one returning to school for self-fulfillment

or "escape from boredom", is being questioned and challenged as descriptive of only a small portion of the non-traditional woman student population (Clayton & Smith, 1987). The non-traditional woman student on today's campuses may be a low-income, minority, single parent or a single woman looking for career advancement. This non-traditional, adult woman student, who represents an increasing percentage of college populations, has received much attention recently as studies attempt to identify the problems facing adult college women over 25 years of age.

Studies have dealt with institutional barriers affecting non-traditional, adult women students (admissions procedures, financial aid) (Astin, 1976; Holliday, 1985) and other obstacles such as family responsibilities, child care, and lack of time (Letchworth, 1970; Sewall, 1984).

Attention has also been directed towards the personal and interpersonal problems affecting mature women students. In order to more fully understand some of these personal and interpersonal problems of these non-traditional students, studies have attempted to identify the motives which underlie the specific reasons given by women returning to college. Clayton and Smith (1987) replicated Maslin's (1978) study and upon comparison, Clayton and Smith found that differences in motivation profiles did exist between the studies; however, both studies revealed that for over

one-fourth of the women, role change was a motivating factor for returning to college. As society changes, the expectations concerning the family life cycle for women and the changing role expectations of women come face-to-face (Evans, 1985). Society has placed a value on youth which may cause the older returning student to feel physically, socially, and psychologically out of place on a college campus (Holliday, 1985). The female non-traditional student who is making the transition from citizen-in-the-world to student may worry about being isolated from the other, younger students because of the disparity in ages and may feel she will be unable to relate to classmates. This feeling of alienation can result in a general lack of confidence and apprehension about her abilities (Astin, 1976; Ebaugh, 1988; Hetherington & Hudson, 1981; Holliday, 1985; Smallwood, 1980; Steltenpohl & Shipton, 1986).

The women returning to school after an interruption in their education are often experiencing an identity and integrity crisis (Astin, 1976; Breese & O'Toole, 1994). They may be experiencing a loss of self-esteem, depression, and/or anxiety which causes them to question their abilities and limitations, and they are returning to school looking for a new sense of identity (Breese & O'Toole, 1994). They generally are experiencing feelings of inadequacy and marginality; these feelings are counterproductive to

academic success (Steltenpohl & Shipton, 1986). The gender literature notes both the benefits and problems associated with women juggling multiple roles (Hatch, 1990; McBride, 1990; Moen, Dempster-McClain, & Williams, 1989, Thoits, 1986) and the need to examine these roles to better understand women students' sense of identity (Breese & O'Toole, 1994).

From an historical and social perspective, the review of literature on non-traditional students demonstrates that this group has special needs which must be addressed. Non-traditional, adult learners, experiencing the changing role expectations, may question their identity and abilities, and may be unable to adequately communicate their anxiety. Due to the inability to express their needs or anxieties in the classroom, the quality of learning for the non-traditional student may be inhibited. While the conceptualizations of non-traditional students exhibit some inconsistency, for the purposes of this thesis, a non-traditional student is defined as being "greater than 25" years of age while a traditional student is defined as "less than or equal to 25" years of age (Hybertson, Hulme, Smith, & Holton, 1992).

The next section reviews the literature on communication apprehension.

Communication Apprehension

A review of the construct communication apprehension, which has been studied extensively, includes a number of related constructs: reticence, unwillingness to communicate, and shyness. While differences and similarities may be noted, the predicted behavior pattern of individuals who may have two or more of these labels applied to them is the avoidance of communication situations. Phillips (1968) stated that the person who experiences reticence has anxiety about participating in oral communication and this anxiety outweighs the individual's projection of gain from the communication. Kelly (1982) classified reticence as more a problem of deficient communication skills rather than anxiety.

The construct shyness was defined by Pilkonis, Heape, and Klein (1980) as a "tendency to avoid other people, to fail to respond appropriately to them . . . reluctant to talk, to make eye contact, to gesture, and to smile" (p. 250). Zimbardo, Pilkonis, and Norwood (1975) placed shyness on a continuum that includes the individual who prefers solitude, to the person who lacks self-confidence and possesses inadequate social skills, to the individual who is "chronically" shy and avoids communication to avoid extreme anxiety. The construct "unwillingness to communicate" has been classified by Burgoon (1976) as a problem of

communication avoidance that encompasses both reticence and communication apprehension.

The construct explored in this thesis is that of communication apprehension. Considered a subset of the broader construct of reticence which is viewed from a strict behavioral perspective (McCroskey, 1982b), communication apprehension (a cognitive construct) was chosen to be examined here rather than the other constructs because communication apprehension is concerned with one of the reasons that may lead an individual to be reticent or unwilling to communicate. McCroskey defined communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977a, p. 78). McCroskey (1982b) further conceptualized communication apprehension (CA) as being either traitlike CA or situational CA. Situational CA is described as a normal response that most people experience when confronted with oral communication in a specific public situation whereas traitlike CA is fear or anxiety encountered in a large range of oral communication occurrences, from talking to one person to giving a speech before a large crowd. Situational CA may also occur in dyadic interactions during the acquaintance process (Richmond, 1978). According to McCroskey (1982b), high levels of traitlike CA are not

characteristic of normal, well-adjusted individuals. These people are not just nervous when giving a speech but are anxious and fearful when talking to a peer or participating in a group session. High levels of CA seriously interfere with an individual's functioning in normal human encounters and can be considered a handicap that harms these people by influencing their behavior.

What actually forms the composition of communication apprehension has been researched intensively by many social scientists, but universal agreement of what makes up this complex construct is still being investigated. McCroskey, Daly, and Sorensen (1976) and McCroskey (1977a) contend that communication apprehension may not be represented by a single, unique, personality variable, but rather may be associated with an individual's total personality make up of any number of specific, isolated dimensions of personality. Individuals who experience high levels of this communication anxiety or fear also appear to share a number of communication behaviors which distinguish them from individuals whose anxieties concerning communication are low (Smythe & Power, 1978).

Research which has been conducted to study these individual, yet shared, differences in communication avoidance have consistently found that approximately 20% of the adult population experiences oral communication

apprehension (McCroskey, 1977a; McCroskey, 1984). Research also indicates that the impact of communication apprehension is most strongly felt when individuals find themselves in a situation where they are not acquainted with those around them (Zakahi, Jordan, & Christophel, 1993). Entry into college may be one of these situations.

Research in classroom communication apprehension has demonstrated that anxiety is one of the primary concerns that some students report they experience in the classroom (Neer, 1987; Neer & Kircher, 1989). Students are asked to communicate in a variety of circumstances and then evaluated in ways not directly contingent on their communication behavior (Ayres, 1992). The student who is apprehensive about speaking or performing in front of others may be fearful of negative evaluation (Deffenbacher & Payne, 1978). Dillon (1981) found student fear as a principal reason why students fail to ask questions in the classroom.

The characteristic of high communication apprehensives to avoid communication encounters and to remain withdrawn in most communication situations is felt in classroom settings. High apprehensives are unable to take as effective advantage of opportunities for student-teacher interaction as are low apprehensives (Boohar & Seiler, 1982), and highly apprehensive students avoid seeking additional instructional assistance, even when there are several different people

available to help them (Scott, Yates, & Wheelless, 1975). Perhaps Scott and Wheelless (1977) said it best when they stated that "oral . . . communication (has) an undesirable influence on student achievement regardless of whether the classroom environment is performance oriented" (Scott & Wheelless, 1977, p. 255.) Thus, the literature suggests that for some students their communication apprehension interferes with their ability to communicate with teachers and subsequently inhibits or effectively reduces their success in learning.

Two researchers (Smythe & Powers, 1978, 1980) who have investigated the classroom impact of communication apprehension contend that communication apprehension is a potentially powerful determinant of the perceptions and expectations which teachers form for their students' performance. The findings from their studies indicate that high communication apprehensive students are perceived by teachers as having less success potential. Their results also indicate that teachers detect and respond differentially to students as a function of the students' communication behaviors. Teachers expect the low CA student to establish better interpersonal relationships with others, have greater success in their careers, and to perform better in educational endeavors than the highly apprehensive student.

As can be seen from this review of literature, communication apprehension is a major construct affecting individual classroom performance. To further advance the research in attaining an accurate vision of communication apprehension as a predictor of academic achievement, more information should be gathered concerning the degrees of communication apprehension in various student populations.

Rationale and Research Questions

Enrollment trends in United States institutions of higher education are reflective of the revolutionary changes in society (Breese & O'Toole, 1994; Crimmins & Riddler, 1985; Ventura-Merkel & Doucette, 1993). These institutions have been required to recognize, and fortunately, have responded by making many adjustments to accommodate the diverse needs of the adult undergraduate returning to academia.

The greatest impact of the adjustments done to aid a successful transition into higher education has been experienced in the area of facilities and services. Traditionally, such areas as personal goal-oriented counseling, academic advising, decision making, and curriculum approaches have not received extensive and intensive considerations. However, as the number of non-traditional students increases, indications are that more

attention would be needed to be placed into these aspects of education (Metzner & Bean, 1987; Terrell, 1990).

Non-traditional, adult learners represent a different population of higher education students. An important reason for investigating the adjustment and adaptation of older adults to the college experience is the different life circumstances of this population as compared to traditional-age students (Hybertson et al., 1992; Richter-Antion, 1986; Schlossberg, Lynch, & Chickering, 1989). They are distinctively different from traditional students in the areas of marital status, employment status, age, and income level (Crimmins & Riddler, 1985). Frequently, these characteristics can result in marked differences of degrees and types of tension, depression, fatigue, and anxiety.

One construct of anxiety which has received considerable attention in the field of communication research is communication apprehension. Communication apprehension can be viewed as either traitlike or situational in nature. In regard to the discussion on non-traditional students, the issue of degrees of communication apprehension in both areas in the adult learner is raised. The purpose of this thesis is to investigate the degrees of traitlike and situational communication apprehension in a non-traditional sample of student enrollment in an institution of higher education as compared to a sample of

traditional students. Based on the previously reviewed literature, there seems to be a lack of clear evidence to support the formulating of hypotheses; therefore, this thesis posits the following research questions:

RQ1: Is there a significant difference in degrees of traitlike communication apprehension between non-traditional undergraduate college students and traditional undergraduate college students as measured by the Personal Report of Communication Apprehension (McCroskey, 1982a)?

RQ2: Is there a significant difference in degrees of situational communication apprehension between non-traditional undergraduate college students and traditional undergraduate college students as measured by the Situational Communication Apprehension Measure (McCroskey & Richmond, 1982)?

CHAPTER II

Methodology

Introduction

This thesis investigates the relationships between traitlike communication apprehension (CA) and traditional and non-traditional undergraduate students, and situational CA and traditional and non-traditional undergraduate students. Traitlike CA is viewed as "a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts" (McCroskey, 1984, p. 16) while situational CA is viewed as "a transitory orientation toward communication with a given person or group of people" (McCroskey, 1984, p. 18). Viewed as a cognitive construct with behavioral implications, CA is experienced by individuals internally (McCroskey, 1982b). Since CA is experienced internally, self-report measures provide a potentially valid measure of CA (McCroskey, 1982b). Thus, self-report measures are used in this thesis.

Sample

The sample for this study consisted of 323 undergraduate students enrolled in general education requirements during the spring quarter 1994 at Metropolitan Community College, Omaha, Nebraska. Data on sample characteristics are reported in the results section.

Procedures

Permission to conduct this study was requested and approval granted by the Institutional Review Board of the University of Nebraska (see Appendix A). Prior to actual data collection, a letter was sent to 97 undergraduate instructors teaching general education course requirements requesting use of their classes for this research (see Appendix B). Fifteen instructors agreed to participate in the study. To test the research questions, (1) asking if there is a significant difference in degrees of traitlike communication apprehension between non-traditional undergraduate college students and traditional college students and (2) if there is a significant difference in degrees of situational communication apprehension between these two types of students, the instructors, teaching both undergraduate adult learners and traditional undergraduate students, were asked to administer a questionnaire packet containing: the Personal Report of Communication Apprehension (PRCA-24; McCroskey, 1982a); the Situational Communication Apprehension Measure (SCAM; McCroskey & Richmond, 1982); and several demographic questions, including gender, age, marital status, employment status, field of study, credits earned, and current grade point average (see Appendix C for a copy of the questionnaire packet). The subjects were informed by the instructor that

participation was strictly voluntary and anonymity was assured. In addition, they were told about the nature of the study after all data was collected and were told that results would be available from the researcher.

Measurement of Traitlike Communication Apprehension (CA)

Traitlike CA was measured with the Personal Report of Communication Apprehension (PRCA-24; McCroskey, 1982a). The PRCA-24 is a 24-item 5 point Likert-type self-report instrument developed by McCroskey (1982a) that measures traitlike communication apprehension associated with oral communication in four specific contexts: 1) group discussion; 2) meeting or class; 3) dyadic; and 4) public speaking. Each of the four communication contexts is represented by six items, three positively and three negatively worded items so as to avoid response bias (McCroskey, Beatty, Kearney, & Plax, 1985). Respondents express their agreement (1 = strongly agree, 5 = strongly disagree) with the 24 statements. The subjects used in this study completed the instrument concerning their feelings about communicating with other people.

This scale allows sub-scores to be generated for each context in addition to a total score. Based on previous studies, the mean for the total score on the PRCA-24 is 65.60 with a standard deviation of 15.30 (McCroskey et al., 1985). With a possible range from 6 to 30 on each of the

sub-scales (contexts), Rubin and Rubin (1989) reported means, standard deviations, and alpha reliabilities for each of the four sub-scores as follows: CA in dyads ($M = 12.92$, $SD = 3.38$, $\alpha = .69$), CA in groups ($M = 14.41$, $SD = 3.68$, $\alpha = .69$), CA in meetings ($M = 17.17$, $SD = 4.57$, $\alpha = .78$), and CA in public speaking ($M = 16.72$, $SD = 4.53$, $\alpha = .79$). McCroskey et al. (1985) reported correlations between the sub-scores and the total PRCA-24 scores ranging from .77 (public) to .88 (meeting). McCroskey et al. (1985) further suggested that the items on the instrument are tapping a generalized, traitlike response to communication since the individual sub-scores, presumably representing distinct communication contexts, contribute no more than four to six percent unique variance to the total PRCA-24 scores. Previous internal reliabilities obtained for the total score of the PRCA-24 have ranged from .91 to .96 (McCroskey, Burroughs, Daun, & Richmond, 1990) and according to McCroskey, (1984b) a summary of research supports the predictive validity of the measure. Results of research done by McCroskey et al. (1985) strongly support the content validity of the items in the PRCA-24.

Measurement of Situational Communication Apprehension (CA)

Situational CA was measured with the Situational Communication Apprehension Measure (SCAM), a 20-item 7 point Likert-type self-report instrument developed by McCroskey

and Richmond (1982). It is designed to measure communication apprehension while participating in a specific communication situation or talking with a specific audience. Thus, it can be used to measure apprehension about any situation or audience, such as a student talking to a teacher (Richmond & McCroskey, 1992). According to McCroskey (1984b) and McCroskey and Richmond (1982), the SCAM has often been used to satisfactorily measure situational CA. In this thesis, subjects were asked to complete the instrument while reflecting on their feelings about participation in the class in which they were completing the questionnaire. Thus, would non-traditional students express more situational communication apprehension than traditional students.

Statistical Analyses

For the purposes of this thesis, a non-traditional student was defined as being greater than 25 years of age while a traditional student was defined as less than or equal to 25 years of age.

In order to assess the internal reliability of the PRCA-24, Cronbach alpha estimates were computed for the total PRCA-24 score and for each dimension (group discussion, meeting or class, dyadic, and public speaking) of the PRCA-24.

The first research question posed in this thesis asked if there is a significant difference in degrees of traitlike communication apprehension between non-traditional undergraduate college students and traditional undergraduate college students as measured by the Personal Report of Communication Apprehension (McCroskey, 1982a). The two levels of student type (non-traditional undergraduate college students and traditional undergraduate college students) was the independent variable with communication apprehension as the dependent variable. In order to answer this research question, two statistical tests were performed. First, the total score on the PRCA-24 on levels of student types was analyzed with the Analysis of Variance procedure. This procedure is appropriate since this question is concerned with testing for the significance of differences between levels of a categorical variable and one dependent variable (Bowers & Courtright, 1984).

Secondly, since the PRCA-24 includes four contexts or dimensions, a Multivariate Analysis of Variance was used to test the combination of the four dimensions (dyadic, class or meeting, group discussion, and public speaking) on levels of student types. This procedure is appropriate for testing levels of an independent variable when multiple interrelated dependent variables are being assessed (Williams, 1986).

In order to assess the internal reliability of the Situational Communication Apprehension Measure, a Cronbach alpha estimate was computed for the total score. The second research question posed in this thesis asked if there is a significant difference in degrees of situational communication apprehension between non-traditional undergraduate college students and traditional undergraduate college students as measured by the Situational Communication Apprehension Measure (McCroskey & Richmond, 1982). In order to answer this research question, an Analysis of Variance was performed since this question involved testing for differences between levels of an independent variable while assessing one dependent variable (Bowers & Courtright, 1984). The alpha level of significance for all tests was set at .05.

CHAPTER III

Results

Introduction

The purpose of this thesis was to investigate the relationships between traitlike communication apprehension and traditional and non-traditional undergraduate students, and situational communication apprehension and traditional and non-traditional undergraduate students. To accomplish this, 323 subjects were administered a questionnaire packet containing: the Personal Report of Communication Apprehension (PRCA-24; McCroskey, 1982a); the Situational Communication Apprehension Measure (SCAM; McCroskey & Richmond, 1982); and several demographic questions.

Subject Characteristics

Of the 323 undergraduate students sampled, 181 (56%) of these were aged less than or equal to 25 years of age and, thus, designated as the traditional group, whereas 142 (44%) were aged greater than 25 years of age, and thus, considered the non-traditional group. In terms of gender representation, 212 were females (65.6%) and 111 were males (34.4%). This was representative of Metropolitan Community College's (MCC) entire student body in terms of gender; the enrollment profile published fall 1993 (Metropolitan

Community College, Office of Research & Analytical Studies, 1993) was 60.1% female and 39.9% male.

The enrollment profile listed the mean age of a Metropolitan Community College student (MCC, Office of Research & Analytical Studies, 1993) as 30.9; the mean age of the subjects who participated in this study was 26.9. Sixty-nine percent (223 students) indicated they were a returning student, absent from academia for a year or more before returning.

The 323 subjects represented thirty fields of study. The most represented fields of study by percentage were: academic transfer (students planning to complete an advanced degree at a four-year institution) 21.1%; business - 14.2%; nursing - 11.8%; undecided - 9.0%; computer programming technology - 7.7%. These percentages were representative of Metropolitan Community College's entire student body as the four largest majors, accounting for 55% of the total enrollment, are undecided, academic transfer, business, and computer programming technology (MCC, Office of Research & Analytical Studies, 1993).

Two hundred thirty-five of the subjects (representing 72.8% of the sample) responded to the question regarding number of credits earned; the mean of credits earned was thirty-four. Two hundred fifty subjects (77.4%) responded to the question concerning their GPA; 14.6% reported a 4.0,

13.9% reported a 3.0, 7.4% reported a 3.50, and 4.6% reported a 2.50.

The subjects completed the questionnaire packet in a general education requirement class; 76.2% of these subjects were in an English class, 13.9% in a math class, and 9.6% in a microcomputer class. In regard to the question concerning the grade the subjects anticipated receiving for the class in which they were completing the questionnaire packet, 319 subjects responded with 43.7% anticipating receiving an A, 37.8% anticipating a B, 10.2% anticipating a C, .6% a D, and .6% an F. Since some of the subjects were completing the questionnaire packet in a Pass/Fail course, 5.6% wrote in the response that they anticipated receiving a "P" and .3% an "R" (re-enroll).

Two hundred twenty-two subjects, representing 68.7% of the sample, indicated they were single, while 101 subjects (31.3%) reported being married. In terms of employment status, 27.6% of the cohort stated they were unemployed, 39.9% stated they were employed part-time, and 32.5% stated they were employed full-time. Metropolitan Community College's fall 1993 enrollment profile (MCC, Office of Research & Analytical Studies, 1993) indicated that 73.3% of the student body were part-time students and 26.7% of the student body were considered full-time students. At MCC, students carrying 12 or more credit hours of course work

during a quarter are considered full-time students, and students carrying fewer than 12 credit hours during a quarter are considered part-time students.

Instrument Results

The 24-item version of the Personal Report of Communication Apprehension (PRCA 24; McCroskey, 1982a) was used to measure student traitlike communication apprehension. The obtained internal reliability for the total score of the PRCA-24, utilizing the Cronbach alpha formula, was .94 with a mean of 66.58 and a standard deviation of 17.49. This mean is consistent with previous studies which have reported means of 69.26 (Boohar & Seiler, 1982), 65.3 (Ericson & Gardner, 1992), 65.6 (McCroskey, Booth-Butterfield, & Payne, 1989), and 61.20 (Rubin & Rubin, 1989).

The obtained means, standard deviations, and Cronbach alpha reliabilities for the four sub-scores of the PRCA-24 were as follows: dyadic CA (M = 15.07, SD = 4.80, reliability = .87), group CA (M = 15.28, SD = 5.02, reliability = .87), meeting CA (M = 16.49, SD = 5.33, reliability = .90), public speaking CA (M = 19.74, SD = 5.48, reliability = .86) (see Table 1 for scale summary statistics).

Student situational communication apprehension was measured with the Situational Communication Apprehension

Measure (SCAM; McCroskey & Richmond, 1982). Using the Cronbach alpha formula, the internal reliability for the total score of the 20-item SCAM was .92 with a mean of 62.35 and a standard deviation of 21.27 (see Table 1 for scale summary statistics).

The item-total correlations for the PRCA-24 ranged from .52 to .76 and the item-total correlations for the SCAM ranged from .36 to .66 (see Table 2 for item-total correlations).

Research Question Results

Research question number one, testing for significant differences in degrees of traitlike communication apprehension between non-traditional undergraduate students and traditional undergraduate students, was not supported. An Analysis of Variance (ANOVA) was used to analyze the total score of the PRCA-24 on the two levels of student type and no significant difference was found between the two student types ($F = .257$; $df = 1,321$; $p < .612$; $R^2 = .001$) (see Table 3 for the means of each group).

In addition, since the PRCA-24 includes four dimensions (dyadic, group, meeting, public speaking), a Multivariate Analysis of Variance (MANOVA) was used to test a linear combination of the four dimensions on levels of student type and no significant difference was found between the two student types and a linear combination of the four

communication apprehension variables ($F = .568$; $df = 4,318$; Pillais = .007; $p < .686$).

Specifically, univariate results indicated no significant differences between the student types across the four contexts of the PRCA: group CA ($F = .000$; $df = 1,321$; $p < .995$; $R^2 = .000$); meeting CA ($F = 1.497$; $df = 1,321$; $p < .222$; $R^2 = .005$); dyadic CA ($F = .522$; $df = 1,321$; $p < .470$; $R^2 = .002$); public speaking CA ($F = .141$; $df = 1,321$; $p < .707$; $R^2 = .000$) (see Table 3 for the means of each group).

For research question number two, testing for significant differences in degrees of situational communication apprehension between non-traditional undergraduate students and traditional undergraduate students, an Analysis of Variance (ANOVA) was used. Results demonstrated a significant difference between student type and situational communication apprehension. Specifically, higher situational communication apprehension was reported by the traditional students ($F = 4.22$; $df = 1,321$; $p < .04$; $R^2 = .013$) (see Table 3 for the means of each group) than by their counterparts.

CHAPTER IV

Discussion

Introduction

In the preceding chapter, the results of an investigation concerning the relationships between traitlike communication apprehension and traditional and non-traditional undergraduate students and situational communication apprehension and traditional and non-traditional undergraduate students were reported. In this chapter, the research questions for this study are examined in light of these results. In addition, strengths and limitations of the research and suggestions for future research on non-traditional students are noted.

Interpretation of Results

The motivation for conducting this study was to investigate the concerns expressed by non-traditional students coming in to the Learning Center at the Elkhorn-Valley campus of Metropolitan Community College¹ (see notes) about interacting in the college classroom environment. The analyses of research question one, which asked if there was a significant difference in degrees of traitlike communication apprehension between non-traditional undergraduate students and traditional undergraduate students, did not support the researcher's expectation that

higher levels of communication apprehension would be found in non-traditional undergraduate students; however, the lack of statistical significance dictates some consideration. One possible explanation for this finding may be that the non-traditional or traditional students, or both groups, were at varying points in their college experience in terms of the number of credits taken. A post hoc analysis was performed and found that the non-traditional students had earned significantly more credits than the traditional students ($F = 13.69$; $df = 1,233$; $p < .0001$; $R^2 = .06$). The mean number of credits earned for the traditional students ($N = 123$) was 27.85, and the mean number of credits earned for the non-traditional students ($N = 112$) was 39.88. Thus, it may be that having college experience diluted any differences that may have emerged between the traditional and non-traditional students.

In addition, the conceptualization used in this study for the traditional undergraduate student (less than or equal to 25 years of age) and the non-traditional undergraduate student (greater than 25 years of age) may explain the finding of no significant difference on traitlike communication apprehension between the two groups of students. It may have been that having only one criteria in distinguishing between the traditional and non-traditional students was not adequate in differentiating the

two groups. This is covered in more detail in the limitations section as well as the section on implications for future research.

Another plausible explanation for the finding of no significant difference on traitlike communication apprehension between the traditional and non-traditional students may be the lack of content validity in using the Personal Report of Communication Apprehension (PRCA-24, McCroskey, 1982a) as a means of measuring the apprehensions that non-traditional students may have about returning to college. This is further addressed in the section on limitations of the study.

The results of research question two, which asked if there was a significant difference in degrees of situational communication apprehension between non-traditional undergraduate students and traditional undergraduate students, indicated that a higher degree of situational communication apprehension was reported by the traditional students. This result may be explained in part by a post hoc analysis on the number of credits earned as previously mentioned in explaining research question one. Because individuals with situational communication apprehension may experience communication apprehension with a person or group at one time, but not at another time, some of the subjects in this study may have already overcome their high degrees

of communication apprehension in the classroom by the accumulation of the number of credits earned. As the post hoc analysis confirmed, non-traditional subjects indicated having earned more credits (mean of 39.88 credits) than the traditional students (mean of 27.85 credits). Research from previous studies (Parks, 1980; Zakahi, Jordan, & Christophel, 1993) found that communication apprehension is higher when the apprehensive person is in a new situation than when there is familiarity with the situation; in this study the number of credits earned indicates that the non-traditional subjects had more college experience than the traditional subjects who participated in this study, and thus, the non-traditional students may have overcome their high degrees of situational communication apprehension in the classroom, but yet the traditional students may be somewhat apprehensive in the college environment.

Strengths of Study

This section explores a number of strengths associated with this study.

A significant strength of this study was that the scales used to operationalize the research questions had high internal reliabilities ranging from .86 to .94 using the Cronbach alpha formula. To measure student traitlike communication apprehension, the 24-item version of the Personal Report of Communication Apprehension (McCroskey,

1982a) was used, and the obtained internal reliability for the total score of the PRCA-24 was .94. The reliabilities of the four sub-scores of the PRCA-24 (McCroskey, 1982a) were: dyadic = .87, group = .87, meeting = .90, and public speaking = .86. Student situational communication apprehension was measured with the 20-item Situational Communication Apprehension Measure (McCroskey & Richmond, 1982), and the obtained internal reliability for the SCAM was .92. Nunnally (1967) states that an internal reliability of .70 is adequate for obtaining sound results. The reliabilities obtained here were far above the .70 criteria.

Another strength was that the obtained mean for the PRCA-24 (McCroskey, 1982a) in this study was 66.58 which, as reported in the instrument results section, is similar to the means of other studies utilizing the PRCA-24. This indicates that the sample used in this investigation was similar to the samples used in previous studies in terms of the PRCA scores.

An additional strength of this study was that a representative sample of Metropolitan Community College students was obtained. As reported in the results section, the demographic characteristics of the subjects in this study were representative of the characteristics of the overall student enrollment at Metropolitan Community

College. Thus, the results as reported here would be generalizable to the non-traditional and traditional student population at Metropolitan Community College.

Limitations of Study

This investigation also had some limitations.

One limitation of this study is in the instruments used (Personal Report of Communication Apprehension, McCroskey, 1982a and Situational Communication Apprehension Measure, McCroskey & Richmond, 1982) to capture the "returning to college" concerns of the non-traditional student. Even though the scales used in this study have high reliability, the scales used to operationalize the concerns investigated may not actually represent the conceptual nature of the concerns the researcher was interested in measuring, thus lacking content validity. When the items that make up a measure seem to represent the concepts that the researcher is trying to operationalize (Bowers & Courtright, 1984), then that measure has content validity. Content validity is guided by the question of representativeness. If the content of an instrument, its matter and substance, represents the conceptual variable of interest, then that instrument has content validity (Bowers & Courtright, 1984). The Personal Report of Communication Apprehension (PRCA-24, McCroskey, 1982a) taps a generalized, trait-like response to communication (McCroskey, Beatty, Kearney, & Plax, 1985).

Thus, utilizing the PRCA-24 instrument to tap the apprehensions of non-traditional undergraduate students does not represent the concerns the researcher was attempting to measure and makes the use of this scale questionable in terms of its content validity. Measuring student traitlike communication apprehension and student situational communication apprehension in traditional and non-traditional undergraduate students may not have been the most judicious way to address the concerns expressed by non-traditional students. An implication of this is that future research on the non-traditional student should look at developing an instrument to capture these concerns. This weakness will be further discussed in the implications for further research section.

Another limitation of this study is in the criteria used in defining the non-traditional student. In this study, the non-traditional undergraduate student was defined as being greater than 25 years of age and the traditional undergraduate student was defined as being less than or equal to 25 years of age. Using only one criteria in discriminating between the traditional and non-traditional students may have contributed to the lack of content validity of this study as the apprehensions and concerns of the non-traditional student that the researcher was attempting to measure may likely involve more than just the

age differential between the two groups of students. The amount of time out of school before returning to academia could potentially be considered an important factor in the conceptualization of the definitions of a traditional and non-traditional student. The results of a post hoc analysis which was performed indicate that the non-traditional student reported being out of school longer ($F = 157.632$; $df = 1,214$; $p < .0001$; $R^2 = .42$). The mean number of years being out of school reported by the traditional student was 2.60 ($N = 83$) and the mean number of years being out of school reported by the non-traditional student was 12.96 ($N = 133$). Additionally, the criteria of reaching the non-traditional student as soon as they return to school may be an important factor in measuring their apprehensions and college concerns. This limitation is further addressed in the implications for future research section.

General Implications for Future Research

This section addresses areas for future research. One implication from this study for future research is to develop a reliable and valid instrument to assess the concerns of non-traditional undergraduate students. For example, the apprehension concerning class interaction, college expectations, being in unfamiliar surroundings, and anxiety associated with returning to school may be isolated as potential items reflecting their concerns.

One possible way to accomplish this would be through an inductive process whereby school counselors and advisors who deal with the non-traditional student population could provide an opportunity for the non-traditional student to respond to open-ended questions relating to their expectations, apprehensions, and anxieties on returning to school. Through content analysis procedures of the open-ended responses, an instrument may be designed that would address the concerns of the returning non-traditional student.

For future studies investigating differences between traditional and non-traditional undergraduate students, the definitions of traditional and non-traditional students need to be further analyzed and perhaps other criteria placed into their conceptualizations. For this study, the non-traditional student was defined as being greater than 25 years of age while a traditional student was defined as being less than or equal to 25 years of age. As stated above in the limitations of research section, the amount of time out of school before returning to academia should be considered an important factor in the conceptualization of the definitions of a traditional and non-traditional student. Additionally, the ideal time for collecting data concerning the apprehensions and anxieties of non-traditional and traditional undergraduate students would be

at the onset of the transition into the college experience for both the traditional and non-traditional undergraduate students before the emergence of the problems of student retention and success become issues.

A third area for future research in regards to the non-traditional student may be in the area of perceived communicator style. Previous studies (Comadena, Semlak, & Escott, 1992; Keller, Mattie, Vodanovich, & Piotrowski, 1991) have examined students' perceived teacher effectiveness and have compared the students' perceptions between traditional and non-traditional students. Comadena, Semlak, and Escott (1992) found that adult learners view communicator style in predicting teacher effectiveness as a much more important component than the traditional students. With the importance of the communicative process in the classroom, and the increase in the number of non-traditional students returning to school, more data needs to be obtained in order to assess the differences between non-traditional and traditional students on factors affecting perceptions of teacher effectiveness and student outcomes.

In summary, traditional students and adult students are both groups of people who are at a transition point in their lives (Polson, 1993). While traditional students are dealing with the transition from late adolescence to young adulthood, adult learners are moving in, moving through, or

moving out of many different life transitions (Polson, 1993), such as family life changes, and job and career changes. The characteristics of these transitions play an important role in defining the make up of non-traditional students, thus, the question is raised concerning what impact these changes may have on communication issues related to the non-traditional student.

The adult students, with their multiple roles and experiences, provide a myriad of challenges for the institutions working with them. Breese and O'Toole (1994) found that for the adult female student the role of student is not broadly accepted in the traditional sense and that the role of student for these students is for the most part influenced by internal self and role relationships. While the college or university setting is not totally insignificant (Breese & O'Toole, 1994), the key is that successful adaptation to college is ultimately found at the individual student level (Gigliotti, 1991). Professionals working with these adult learners must realize the importance of their past accomplishments and abilities and facilitate the educational process for these students. It is essential for students to interact in order to be academically successful. Since students may vary widely in their willingness and abilities to communicate, it should be the goal of any institution of higher education to develop

strategies for students to be able to meet this requirement. Providing a medium whereby educational professionals and paraprofessionals, along with non-traditional students, can together openly and actively address the concerns that impact the learning experience for the non-traditional student is important in establishing a positive learning environment for these adult learners.

NOTES

1. Metropolitan Community College (Metro) is located at Omaha, Nebraska and serves approximately 24,000 credit students annually. Metro offers credit classes in approximately 100 career programs at three main campus locations plus several off-campus sites. In addition, Metro offers telecourses, distance learning through live-interactive classrooms, as well as a large array of non-credit classes.

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TABLE 1
Scale Summary Statistics

Variable	N	# of Items	Mean	Standard Deviation	Reliability
Communication Apprehension	323	24	66.58	17.49	.94
Dyadic Apprehension	323	6	15.07	4.80	.87
Group Apprehension	323	6	15.28	5.02	.87
Meeting Apprehension	323	6	16.49	5.33	.90
Public Speaking Apprehension	323	6	19.74	5.48	.86
State Comm Apprehension	323	20	62.35	21.27	.92

TABLE 2
Item-Total Correlations

Item Number	Variable/r
	Communication Apprehension
1	.53
2	.58
3	.67
4	.60
5	.68
6	.72
7	.74
8	.72
9	.67
10	.72
11	.76
12	.73
13	.58
14	.63
15	.65
16	.55
17	.63
18	.67
19	.52

TABLE 2
(Continued)

Item Number	Variable/r
20	.52
21	.62
22	.58
23	.60
24	.52
State Communication Apprehension	
1	.40
2	.57
3	.59
4	.40
5	.59
6	.58
7	.64
8	.66
9	.59
10	.36
11	.63
12	.65
13	.66
14	.56

TABLE 2
(Continued)

Item Number	Variable/r
15	.60
16	.61
17	.53
18	.61
19	.62
20	.55

TABLE 3
Research Question Statistics

	Means		F	df	p	R ²
	Trad	Non-Trad				
<u>Research Question #1</u>						
Traitlike Communication Apprehension	72.92	73.22	.257	1,321	.612	.001
Group Communication Apprehension	17.57	17.57	.000	1,321	.995	.000
Meeting Communication Apprehension	18.20	18.46	1.497	1,321	.222	.005
Dyadic Communication Apprehension	18.28	18.42	.522	1,321	.470	.002
Public Speaking Communication Apprehension	18.86	18.76	.141	1,321	.707	.000
<u>Research Question #2</u>						
Situational Communication Apprehension	76.02	73.12	4.22	1,321	.04	.013

APPENDIX A

EXEMPTION INFORMATION FORM

PROPOSAL TITLE: An investigation into the nature of traitlike and situational
communication apprehension of non-traditional undergraduate students

INVESTIGATOR(S) NAME & DEGREE: Janice G. Poppenga, B. A.
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PURPOSE OF THE STUDY:

The purpose of this study is to investigate if there is a significant difference in degrees of traitlike and situational communication apprehension between non-traditional undergraduate college students and traditional undergraduate college students.

DESCRIPTION OF SUBJECT POPULATION AND METHOD(S) OF RECRUITMENT:

The subject population for this study is undergraduate students enrolled at Metropolitan Community College, Omaha, Nebraska.

Faculty teaching general education requirements will be requested the use of their classes. Faculty who agree to participate will administer the questionnaire packet to students on a voluntary basis. Students will be assured of the confidentiality of their responses.

Attached is a copy of the questionnaire packet.

INFORMED CONSENT: Some technically exempt research projects ethically require informed consent (written or oral). If, in the investigator's opinion, the study requires informed consent, the method used to obtain informed consent should be described and any written consent forms submitted. If the study does not require consent, it should be so stated and justified.

This study does not require consent due to the fact that the students participating in the study are doing so on a voluntary basis, and they will not be exposed to any physical or psychological harm. Completion of this questionnaire packet is similar to many exercises that are completed in classes.

DESCRIPTION OF PROCEDURES:

Prior to actual data collection, a letter will be sent to faculty who teach general education requirements requesting the use of their classes for this research. Faculty agreeing to participate in the study will be asked to administer a questionnaire packet containing three self-report measures: The Personal Report of Communication Apprehension, the Situational Communication Apprehension Measure, and several demographic questions. The questionnaire packet should take approximately 10 minutes to complete. The subjects will be informed by the instructors that participation is strictly voluntary and their anonymity will be assured. In addition, the subjects will be told about the nature of the study after all data has been collected and that results will be available from the researcher.

EXEMPTION CATEGORY: As per IRB Guidelines (p. 9-11), this proposal qualifies for exemption under 45 CFR 46:101(b) paragraph(s) _____ and is justified as follows:

This study does not manipulate any factors nor does it deceive students in any fashion. This study is for educational and research purposes only and is typical of many classroom exercises.

SIGNATURE OF INVESTIGATOR

DATE

SIGNATURE OF ADVISOR
(for student Investigator)

DATE

The IRB reserves the right to request the investigator provide additional information concerning the proposal.

Please submit the original and one copy of the Exemption Information Form.



University
of Nebraska

Institutional Review Board
For the Protection of
Human Subjects

57
University of Nebraska Medical Center
Eppley Science Hall 3018
600 South 42nd Street
Box 986810
Omaha, NE 68198-6810
(402) 559-6463
Fax (402) 559-7845

April 14, 1994

Janice Poppenga, BA
Communication
UNO

IRB #: 144-94 EX

TITLE OF PROPOSAL: An Investigation into the Nature of Traitlike and Situational Communication Apprehension of Non-Traditional Undergraduate Students

Dear Ms. Poppenga:

The IRB has reviewed your Exemption Form for the above-titled research project. According to the information provided, this project is exempt under 45 CFR 46:101b, category 2. You are therefore authorized to begin the research.

It is understood this project will be conducted in full accordance with all applicable sections of the IRB Guidelines. It is also understood that the IRB will be immediately notified of any proposed changes that may affect the exempt status of your research project.

Sincerely,

Ernest Prentice, Ph.D.
Vice Chairman, IRB

EDP/lmc

APPENDIX B

April 18, 1994

Dear Faculty Member:

I am working on my master's thesis and I need your help. In order for me to complete my study I need college students that are enrolled in a variety of courses during the spring quarter.

Completion of the questionnaire packet should only take about 10 minutes. The students' participation is strictly voluntary and their anonymity is assured.

My thesis is specifically concerned with if there is a significant difference in levels of communication apprehension between traditional undergraduate students and non-traditional undergraduate students. Prior research suggests that non-traditional students differ significantly from traditional students on many personal, vocational, and maturational variables and with our increasing enrollment of non-traditional students, I feel this is a timely study.

If you are willing to assist me in this endeavor, please contact me by Monday, April 25th in the Elkhorn Valley Learning Center (Room 150), call me at 289-1266, or e-mail me a message (jppoppeng).

Thank you for your time and cooperation.

Sincerely yours,

Jan Poppenga
Instructional Specialist

APPENDIX C

April 25, 1994

Dear Metro Student:

I am collecting data for my master's thesis and I need your help. This questionnaire should only take about 10 minutes to complete.

Please take your time and respond to each item in an honest fashion. Do not identify yourself in any way other than the information that is requested.

Thank you very much for your time and cooperation.

Sincerely yours,

Jan Poppenga
Graduate Student, UNO
Learning Center Instructional Specialist, MCC

Code (1-3) _____
 Line (4) 1

DIRECTIONS: Please indicate in the space provided below the appropriate information which applies to you.

(5) GENDER

_____ Female

_____ Male

(6) AGE CATEGORY

_____ Less than or equal to 25 years

_____ Greater than 25 years

(7-10) YOUR SPECIFIC AGE

Years _____ Months _____

(11) ARE YOU A RETURNING STUDENT? Yes _____ No _____

(12-13) _____ HOW LONG HAD YOU BEEN OUT OF SCHOOL
 (HIGH SCHOOL OR COLLEGE) PRIOR TO
 RETURNING?

(14) MARITAL STATUS

_____ Single

_____ Married

(15) EMPLOYMENT STATUS

_____ Unemployed

_____ Part-time employment

_____ Full-time employment

(16-17) _____ HOW MANY CREDITS HAVE YOU COMPLETED AT
 METRO?

(18-19) PLEASE INDICATE YOUR AREA OR FIELD OF STUDY.

(20-23) PLEASE INDICATE YOUR CURRENT GRADE POINT AVERAGE.

Directions: This instrument is composed of 24 statements concerning your feelings about communication with other people. Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) Strongly Agree, (2) Agree, (3) Are Undecided, (4) Disagree, or (5) Strongly Disagree with each statement. There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly, just record your first impression.

- (24) _____ I dislike participating in group discussions.
- (25) _____ Generally, I am comfortable while participating in a group discussion.
- (26) _____ I am tense and nervous while participating in group discussions.
- (27) _____ I like to get involved in group discussions.
- (28) _____ Engaging in a group discussion with new people makes me tense and nervous.
- (29) _____ I am calm and relaxed while participating in group discussions.
- (30) _____ Generally, I am nervous when I have to participate in a meeting.
- (31) _____ Usually I am calm and relaxed while participating in meetings.
- (32) _____ I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- (33) _____ I am afraid to express myself at meetings.
- (34) _____ Communicating at meetings usually makes me uncomfortable.
- (35) _____ I am very relaxed when answering questions at a meeting.
- (36) _____ While participating in a conversation with a new acquaintance, I feel very nervous.
- (37) _____ I have no fear of speaking up in conversations.

- (38) _____ Ordinarily I am very tense and nervous in conversations.
- (39) _____ Ordinarily I am very calm and relaxed in conversations.
- (40) _____ While conversing with a new acquaintance, I feel very relaxed.
- (41) _____ I'm afraid to speak up in conversations.
- (42) _____ I have no fear of giving a speech.
- (43) _____ Certain parts of my body feel very tense and rigid while giving a speech.
- (44) _____ I feel relaxed while giving a speech.
- (45) _____ My thoughts become confused and jumbled when I am giving a speech.
- (46) _____ I face the prospect of giving a speech with confidence.
- (47) _____ While giving a speech I get so nervous, I forget facts I really know.

Directions: Please complete the following questionnaire while reflecting on your feelings about participation in this class. Mark 7 (in the space before the statement) if the statement is extremely accurate for how you felt; 6 if moderately accurate, 5 if somewhat accurate; 4 if neither accurate nor inaccurate; 3 if somewhat inaccurate; 2 if moderately inaccurate; or 1 if extremely inaccurate. There are no right or wrong answers. Just respond to the items quickly to describe as accurately as you can how you felt.

- (48) _____ I was apprehensive. (58) _____ I was bothered.
 (49) _____ I was disturbed. (59) _____ I felt satisfied.
 (50) _____ I felt peaceful. (60) _____ I felt safe.
 (51) _____ I was loose. (61) _____ I was flustered.
 (52) _____ I felt uneasy. (62) _____ I was cheerful.
 (53) _____ I was self-assured. (63) _____ I felt happy.
 (54) _____ I was fearful. (64) _____ I felt dejected.
 (55) _____ I was ruffled. (65) _____ I was pleased.
 (56) _____ I felt jumpy. (66) _____ I felt good.
 (57) _____ I was composed. (67) _____ I was unhappy.

(68) Please indicate which class you are in now.

_____ English

_____ Math

_____ Microcomputer

(69) Please circle what grade you anticipate receiving in this class.

A

B

C

D

F