SPEECHLESS IN BANGKOK: THE RELATIONSHIP BETWEEN STUDENTS'

COMMUNICATION APPREHENSION AND MOTIVES FOR

COMMUNICATING WITH THEIR INSTRUCTORS

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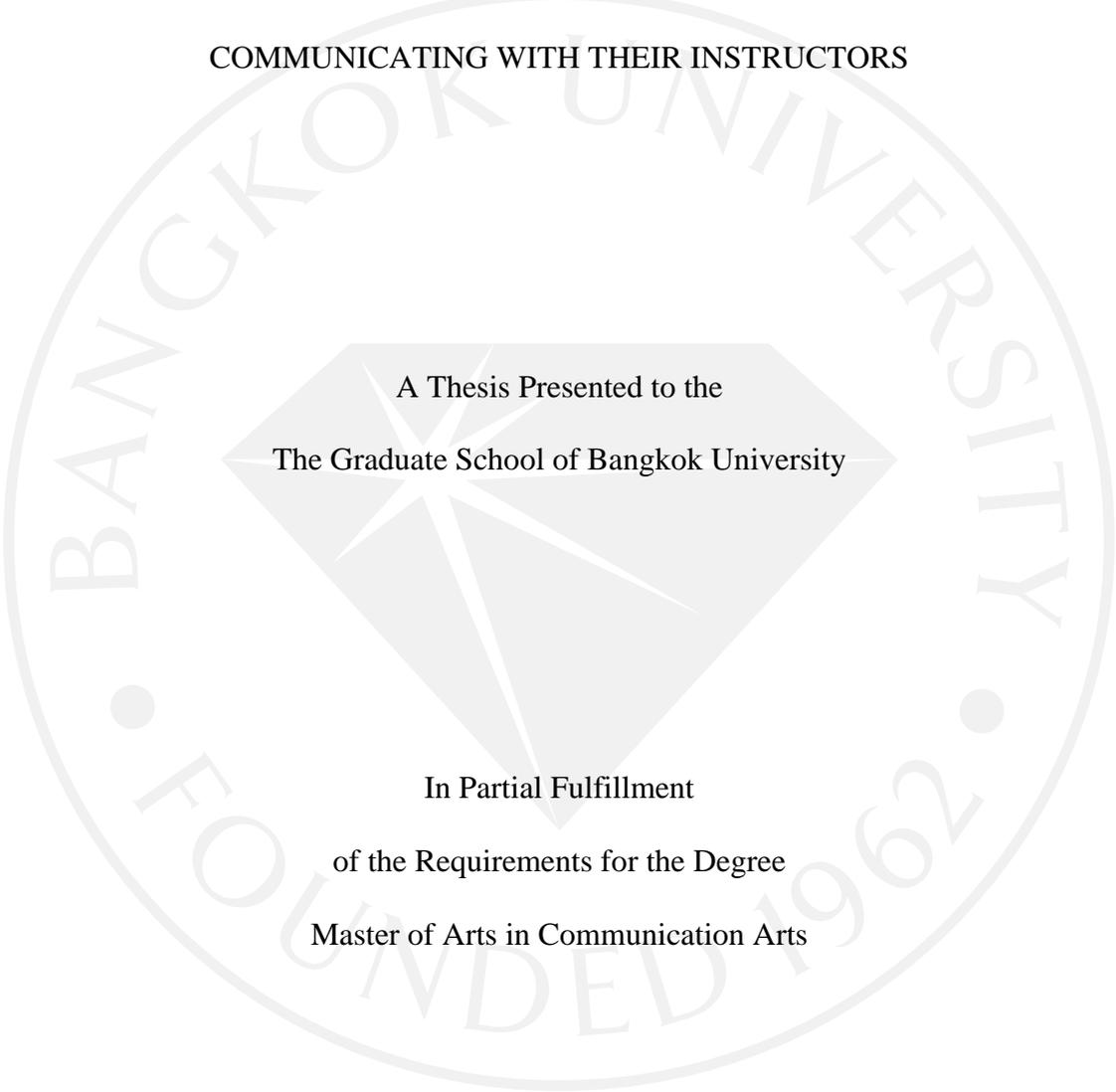
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by

Hazel Mae C. Duangdeeden

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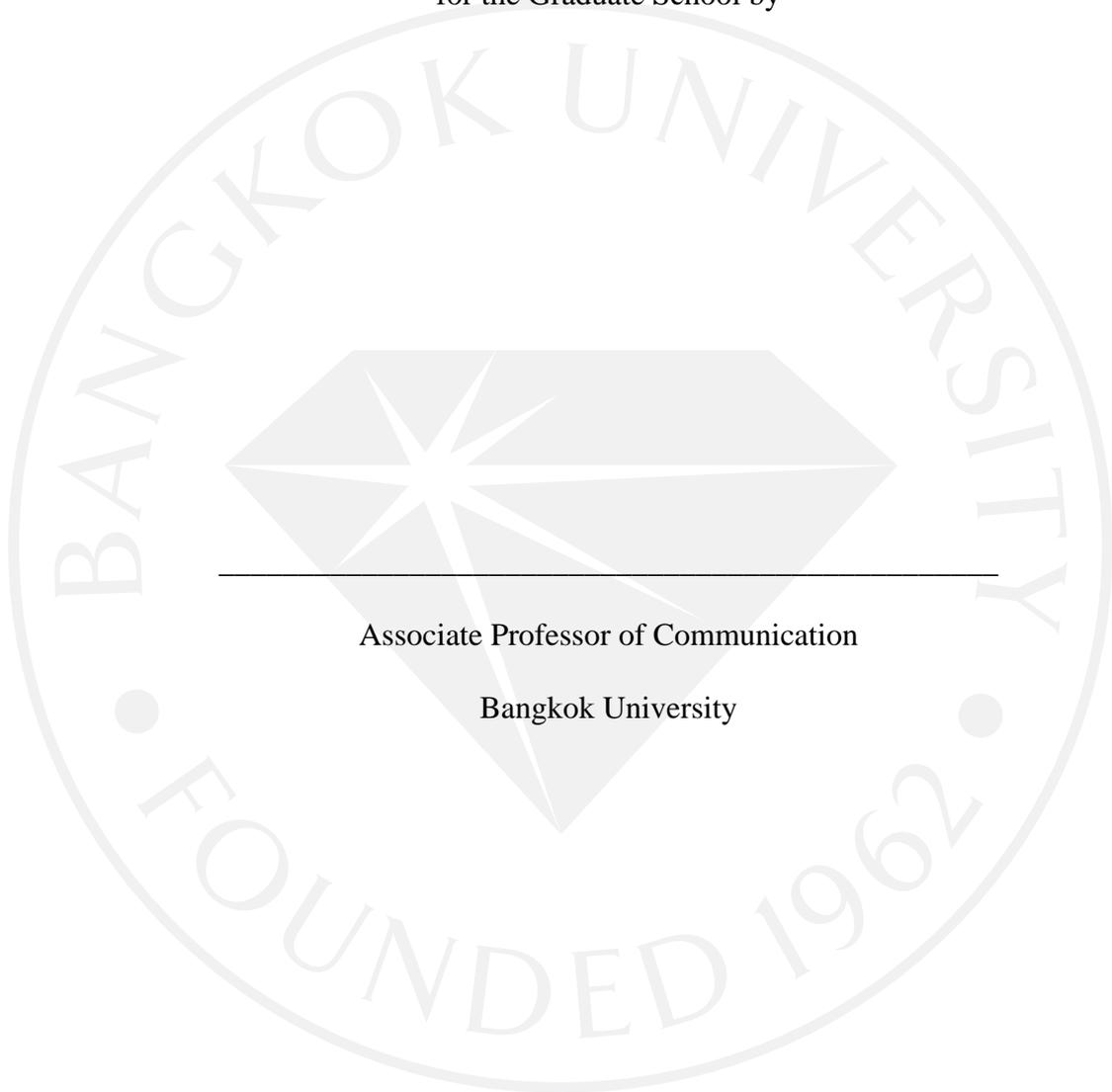
Associate Professor of Communication

Bangkok University

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Dean of the Graduate School

Duangdeeden, Hazel Mae C. M.A. July 2007, Graduate School, Bangkok University

Speechless in Bangkok: The Relationship Between Students' Communication

Apprehension and Motives for Communicating with their Instructors (85 pp.)

Advisor of thesis: Assos. Prof. Rosechongporn Komolsevin, Ph.D.

ABSTRACT

Communication apprehension or CA is people's anxiety related to oral communication. The significance of this problem may not be apparent in every society but it is predominant and best not underestimated. This study investigates CA in a school setting, specifically the relationship between students' CA and their communication motives or CM, which refer to reasons students have for interacting with their instructors. These motives are identified as functional, relational, participation, sycophancy and excuse-making. The issue of grades is included to see whether it has an impact on CA and CM or vice versa. Research on CA in Thailand is scarce, and the available few reports that Thais are highly apprehensive in oral communication which may be attributable to a cultural characteristic of Thailand as a high context society. One of the main targets of this study is to find out if there is any improvement or development of a new perspective on CA levels of Thais.

Research questions were posed in a manner that linked closely with the hypotheses. Data obtained through the use of the PRCA 24 and CMS 30 instruments were gathered from 393 students of Sriwattana Institute of International Business & Technology in Bangkok. Analysis of variance (ANOVA) and Chi-squares were employed to test the hypotheses and provide answers to the research questions. Findings reveal that when CA levels are high, motives are low. Contrary to the

supposition of difference, high, moderate and low CA students reported similar use of motives. Consistent with the predictions on grade, all three CA groups generally consider grades to be of high importance, and the desire to acquire good grades does not lower high CA level or increase the use of communication motives.

A striking feature of this study is the outcome of classifying respondents into their respective CA levels. Moderate CAs, not low nor high CAs, emerged as the largest group altering expected results and suggesting the possibility that Thais may not be that highly apprehensive to communicate particularly amongst themselves. Out of the five motives, relational has the highest frequency of use by all CA groups signifying Thai culture which places value on social harmony.

Approved: _____

<div align="center">Signature of Advisor</div>

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I wish to thank Assoc. Prof. Dr. Rosechongporn Komolsevin for steering my work in a way only a seasoned scholar could. Despite her busy schedule, I am impressed that she went the second mile on the statistics part by personally seeing to it that each hypothesis was properly tested and the outputs were clearly explained. I love her sense of sophistication at her approval of the title I chose for this thesis. I will fondly remember Dr. Rose as the professor who not just introduced me to my first taste of quantitative analysis but also empathized with my non-academic woes. She is a gem and for all her significant contributions, I am truly grateful.

One of the instruments I used was unavailable in the early stages of this study. Asst. Prof. Dr. Pacharaporn Kesapakorn suggested that I ask permission from the creators which I did, and I appreciate obtaining what I thought was a remote possibility yet what I exactly needed. Dr. Pacharaporn provided a solution to my doubts on the arrangement of contents in the fourth chapter. She shines in class; her skill at imparting the lesson is excellent. With a formidable combination of advisers I knew that deriving satisfaction from this thesis was assured.

I express many thanks to Dr. Matthew Martin, Dr.Timothy Mottet and Dr. Scott Myers for granting me permission to use their Classroom Motives Scale, which was invaluable to my study and for sending me relevant book chapters. I would also like to thank Dr. Thomas Knutson for giving me copies of published studies that he co- authored with his colleagues, and which I included in my literature review. It is such a privilege to read work shared by the experts themselves.

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CHAPTER 1

INTRODUCTION

<u>Rationale</u>

Communication apprehension or CA is a social phenomenon. A West Virginia University study on communication apprehension reports that 1 in 5 persons are classified as high CA (Communication apprehension, n.d.). According to the 1998 census data collected by the National Institute of Mental Health, 5.3 million American adults between the ages of eighteen and fifty-four have a social phobia.

Surveys on people's top fears noted that the fear of public speaking is on top of the list. Fear of dying is only number five. Technically, a person would rather die than speak in front of a large number of people (Peterson, 2005). As many as 80% of the US population believe that speaking publicly is the [most scary] thing there is to be asked to do (Harstgrove, 2005), and this malady has been reported as America's number one fear (Watson & Dodd, 1984).

A significant setting where communication is inevitable, oftentimes necessary and in several cases demanded is the school. Drinkwater (1997) named school as a significant setting where communication comes in as the most powerful "tool" used to educate, to teach and to enable students to learn. It is also in school where CA can be most observable among learners. Holbrook (1987) described CA in a school setting as far more than the first stage fright frequently found in speech classrooms, school assemblies and drama productions. It is a pattern of anxiety established often in the elementary grades, which can affect much or all of our students' oral communication, social skills and self-esteem."

A research on the influence of self-construal, family and teacher communication patterns on communication apprehension found that individuals who held more independent views of the self and who received more encouragement from their teachers to speak up were less likely to be highly apprehensive in communication (Hsu, 2002). Further research found family communication patterns to be associated with communication apprehension (Elwood & Schrader, 1998), unwillingness to communicate (Avtgis, 1999) and shyness (Huang, 1999). Teachers have to basically know where students come from and what kind of family communication they have if success in reducing CA among their students is to be had.

Communication apprehension carries far-reaching effects in the lives of those it affects. If the number of people with CA ranges by the millions in America where culture places value on oral communication, it will not be any wonder if CA may be higher among people from cultures where oral communication is not a strong, distinguishing feature. Thailand is an example of society where oral communication is less emphasized. It is described as a high-context society where fewer words are used, relatively less reinforcement for early childhood communication is given, and as a culture that places great emphasis on appropriate communication to enhance and preserve social harmony (Knutson, Komolsevin, Chatiketu & Smith, 2002).

A distinct setting where social harmony could be enhanced and preserved is the school, a place where Thai people spend much of their time communicating. Because formal teaching and learning takes place in a school, because Thai people attend schools to be educated, and because educating requires social interaction, this study uses a Thai school as its setting wherein participants are students whose CA

levels, motives for communicating with instructors and the grade issue are under investigation.

In view of the preceding reasons, Thai students enrolled at Sriwattana Institute of International Business & Technology (SIIBT), a Thai school in Bangkok, serve as participants of this study. "Speechless in Bangkok," is a phrase intentionally included as part of the title for linguistic appeal to the study. It is an alliteration of a movie title "Sleepless in Seattle." Just as grade (a factor under considerable inclusion in this study) can be a metaphor of price, "Speechless in Bangkok" is a figurative impression to the title of this thesis. The use of this phrase is similar to an alteration of a famous quotation: "Silence is golden," which read as "Silence isn't necessarily golden" as title of a study on communication apprehension among middle-school students (Hurt & Preiss, 1978). Since there are contexts and situations wherein communication apprehensive individuals may not communicate at all, they may be described as "speechless" which literally means "unable to speak" (Gillard, 2001).

To get an initial idea of CA among SIIBT students, a casual interview with instructors about a basic form of classroom communication, i.e. asking questions, was conducted. SIIBT instructors' general response was students almost never ask questions at all in class.

Students engaging in class-related, deep or lengthy conversation with their instructors, is not a common occurrence. Nor is it usual for interaction beyond the normal, quick greetings to happen between student and teacher. This response may indicate CA levels among SIIBT students. However, this response from instructors about students asking questions refers to the lesson. On the other hand, it was also reported that there are indeed instances when SIIBT students do ask questions. They

talk not only with their peers, but also with instructors. They ask instructors a few questions but their questions are about social interests, not academic queries. Nevertheless, it is an established observation in SIIBT that while there may be situations where CA among students is evident, there are also situations where students communicate with their instructors as though apprehension is unnoticeable. When students communicate with instructors like this and more, it may be logical to infer that there are causes behind this communication behavior. This is where students' motives to communicate with their instructors surface in the study.

Students' responses to situations where they are faced with a necessity to communicate may vary. In times when there are no other choices but to communicate, students may do so not necessarily because they enjoy it or are willing to do it, but probably because of certain motives to communicate. If students were to be asked why they talk with their teachers, there may be numerous, interesting, or even surprising reasons to expect and learn from. A study specifically examined students' motives for communicating with their instructors. Students were first asked why they communicate with their instructors. Their responses were factor analyzed and the results of the analysis turned up with five underlying reasons students communicate with their instructors. The researchers then identified these reasons as relational, participation, functional, excuse-making, and sycophancy motives (Martin, Myers & Mottet, 1999).

The relational motive is behind students' wish to create or enhance relationship with instructors. The participation motive is used when students want to demonstrate their interest in class. Excuse-making is the motive students used to explain things they do that disagree with class rules or expectations, such as absences or late submission of requirements. The functional motive is important in the sense that it can be a channel

to find out if students are learning. Students may discuss, debate, or drill in class to communicate for the functional motive. The fifth motive which is sycophancy is employed by students when they want positive impressions out of their communication with their instructors.

It is probably the most common occurrence in SIIBT that students are motivated to communicate with instructors for all these motives mentioned. Based on the fact that Thais value social relations, there may be plenty of chances that the relational motive may be commonly used by SIIBT students. It is also normal that students show interest in class (participation motive), explain sloppy work or misbehavior (excuse-making motive), demonstrate their learning (functional), and create good impressions (sycophancy). It is also possible that when it comes to grades, students' motives for communicating with instructors may be affected. Because of the desire for good grades, students may communicate with instructors more frequently for either of the five motives, and this may have an effect on their CA levels. Thus the grade issue in SIIBT is included in this study.

While a number of cross-cultural studies of CA have been conducted in several countries (Hackman & Berthel-Hackman, 1993; Keaten, Lynne & Pribyl, 1997), to date no research has been done to investigate the influence of school on CA in other cultures (Hsu, 2002). Hence, this study investigates CA among Thai students alone in a Thai school setting. Thai students' CA levels are not compared with CA levels of foreign students. This study rather focuses on exploring students' CA levels while they are under the influence of school. Along with CA levels, students' motives to communicate are also explored to find out what motives do Thai students usually

use, and which motives compel them to communicate with their instructors whether their CA levels are high or low.

In a study of student motives scholars asserted that little research has been conducted on the communication behaviors utilized by students and how these behaviors impact student-instructor communication. They added that the instructional communication literature has failed to address why students talk to their instructors (Martin, Mottet, & Myers, 1999). It is for this reason that this study investigates the relationship between students' communication apprehension and their motives for communicating with their instructors. The grade issue, a factor that bears great significance in a student's life, is included in this study to see whether or not the desire to achieve good grades affect students' CA levels, or the frequency of using motives for communicating with instructors. This study addresses communication motives that are most and least popular among students, and the CA levels of students who use such motives.

Along with these characteristics that describe SIIBT students, another important reason for SIIBT as the setting of the study is to investigate the grade issue. One of the things that schools do is awarding grades, and SIIBT is not the usual school one could expect to be the same as other schools that exist in Bangkok. Its practice of awarding grades could possibly stand out among the rest. SIIBT administration always makes it a point to have at least 3.00 as grade point average (GPA) of the entire class for every grade report of every subject taught by every instructor. Instructors are advised to do every possible means to reach such grade point average. To do that, there are several things to be considered which are possible only if both parties, instructors and students, cooperate. It is a dual obligation. Each party does his part. The students' part is

compliance of course requirements, while teaching the subject and advising students is the instructor's part. This is nothing new actually. But the means of achieving the GPA required by the academic office is what makes SIIBT unusual.

As much as instructors do their part, there are students who do not. Truancy could exist in any school but the difference lies in how a school deals with it. SIIBT in particular operates differently. SIIBT pampers students with so much freedom they could even choose to study or not lessons that are figuratively served to them on a silver platter. Consequences are minimal. Although indirectly, SIIBT instructors are asked to augment students' grades and it happens despite students' unsolved truancy problems or mental inadequacies. It is implied that if the GPA of the whole class is below 3.00, a D will have to be turned into a C or a B into an A in order for the GPA to reach 3.00. Instructors at SIIBT find themselves increasing unearned scores so students' grades will improve and the numerical value of the grades will meet the administration's directive of 3.00 as class GPA.

SIIBT is unique in the area of assigning grades. Where in the entire Bangkok metropolis can one find such a school with grades as inflated as the ones assigned by SIIBT? And where can one find a school where a student can pass even if he or she does nothing as long as he is present in class? This does not necessarily call for controversy though. A school has its own prerogative when it comes to grades, and SIIBT happens to operate on its own terms. It is unlike most schools that drive students to earn grades. Rare if not outrageous, the general population of SIIBT students receive grades through undeserved grace of instructors whose ethics are continually battered by the way grades are assigned. Where can one find a school that orders instructors to let students pass even if they do nothing so long as they are

present in class?   With all due respect, it is not normal at all, if not ridiculous. Most, if not all schools require students to work and study for a grade, but the way SIIBT deals with grades is what abnormal psychology defines as a "statistically infrequent characteristic" (Psychology portal, 2006). For example, an SIIBT student simply makes perfect class attendance, a passing grade is automatically assured. A good grade is even probable. The question of whether the students have learned anything is nil. Normally, schools prioritize student learning and development above others. But SIIBT is a deviation from the norm. The results of a study on students' CA levels, their motives for communicating with instructors and markedly the grade issue made out of such school as SIIBT could have much to reveal. To find out, SIIBT is chosen as setting of this study.

Scope of the Study

This study covers communication apprehension levels of students and their motives for communicating with instructors. It includes a discussion of difference in the use of motives between students high and low in CA. The grade issue is added as part of the investigation on whether it has an effect on CA levels and motives for communicating with instructors or whether CA levels and motives have an effect on students' desire to have good grades.

The focus is on the relationship between students' CA and their motives for communicating with instructors. This study itemizes five motives in relation to CA levels, namely high and low. Participating in this study are four hundred students of Sriwattana Institute of International Business & Technology (SIIBT), which is located at Sukhumvit 64 in Bangkok. These students range in ages 14 until beyond 40, are both male and female with below average, average and above average academic

standing. They represent three groups: VCT, DBA, and SBA classes. The students involved in answering the questionnaires are those enrolled for school year 2006.

<u>Problem Statement</u>

How does communication apprehension affect SIIBT students' motives for communicating with their instructors? Communication apprehension is a significant problem in learning institutions. The impact of CA on education covers evaluation of students' communication skills, and students afflicted by CA may suffer in the educational system for their silence (Educational impact, n.d.).

It is indicated that grade point averages are lower for students with high CA. They have a higher need to avoid failure, less achievement or success motivation than students low in CA. Teachers may often perceive high apprehensives as good class members because they are quiet in the classroom and do not cause trouble. Yet apprehensive students' lack of response and participation has a negative, spiraling effect. They are perceived as friendly and well-behaved but ignorant. In addition to poor school performance, high CA students have more absenteeism, higher rates of illness, and higher drop-out rates. They are considered, if not sometimes expected to be, at-risk or those who will most likely fail in school (Communication apprehension, 2005; Holbrook, 1987 and Drinkwater, 1997).

Teachers may wonder why some students simply say they do not know the answer to the question when asked even after exhaustive explanation or thorough discussion of the lesson. The observation is that students seem to sometimes play dumb in class to the point of boring teachers to stop calling on them. In that way they avoid interacting with teachers. Thai instructors may naturally take pride in a well-managed classroom. A well-managed class is usually composed of well-behaved

students, i.e. quiet students. Instructors may have the tendency to assume that quiet

students are well behaved, which is initially correct. But well behaved does not mean

the absence of communication problem. Being quiet may in fact be the problem.

Instructors try to elicit communication from students by posing questions or by having

students think of a question to present in class to set off interaction (Myers et al., 2002).

But research on student motivation to communicate by asking questions is limited on

clarifying course content or instructor comments, inquiring about classroom

procedures, and /or confirming expectations (Darling, 1989).

Students' relational motive for communicating with instructors may not be

difficult for instructors to notice. With social harmony being emphasized in Thai

social circles, it is not hard to understand that Thai students may be inclined to initiate

interaction with their instructors in order to establish and enhance relationship. When

they communicate with instructors for the excuse-making, participation or sycophancy

motives, their relationship with instructors may be enhanced further. Yet there is

supposed to be more than just relationship in student-teacher interaction.

When students communicate for the functional motive, teachers may get the

chance to know students' progress in learning. But often, as far as SIIBT students are

concerned, the functional motive is neglected. They shy away from oral discussions.

They hardly ever get involved or are not well encouraged to participate in school

debates or symposia – communication activities that require brains to illustrate

learning. This could pose a big problem because it could hinder students' academic

progress. If there is less progress in learning, it is also very probable that chances are

lesser for good grades to be awarded. But SIIBT students have expectations. They

have perceptions on what grades they want to have. Probably almost anywhere

students normally would want to see good marks on their report cards. Good grades bear generally significant effects on those who earn them or are simply lucky to get them. Will SIIBT students increase frequency of communication or are they more inclined to communicate with instructors if grades hang in the balance?

Grades seem to bear tremendous influence as indicators of how good a student is. Because of this, students may be willing to do whatever they have to do in order to obtain good grades. For example, they may communicate with instructors for all five motives if that is what is needed to get good grades. It may take lots of courage to communicate with instructors on a frequent basis especially for students high in CA. If frequent communication is expected for students to have good grades, and often it is, this could be a problem for students high in CA. They may find it harder to get good grades than those whose CA levels are lower. But the goal of achieving good grades may have a strong pull. Students may try to overcome their apprehension of communicating if they knew, and often they do, that communicating with instructors would give them more chances of getting good grades.

Students may resolve to communicate with instructors even if they were afraid of talking when they think they are assured that they could get good grades by communicating well with instructors. Because of the desire for good grades, high CA levels may go down. Therefore, grades may have a possible role in mediating high CA problem. That is the good side of the issue. The other side perhaps carries the actual problem of the desire for good grades. When the desire is not coupled with the requirements for good grades, such as when learning does not take place, only the desire is present, then good grades are not supposed to be given. However, SIIBT students may not have grasped this concept, and this is obviously a problem. This

study attempts to check this problem out by looking into students' use of motives for communicating with their instructors as a way of getting good grades and the effect it has on their CA levels.

Objectives of the Study

1. To investigate the relationship between students' communication apprehension (CA) and their motives for communicating with their instructors.

2. To discuss how low CA students may differ from high CA students in their use of motives.

3. To describe students' desire to acquire good grades.

4. To explore the possible impact of the desire to acquire good grades on CA level and the use of communication motives.

Significance of the Study

First and foremost, this study is significant to Sriwattana Institute of International Business & Technology since this is a study on students attending this institute. However, the significance is not limited to SIIBT alone. Communication apprehension is an issue of prevailing significance to people from all walks of life. It is one of the most widely studied constructs in communication. It affects the way people communicate and the relationships they form through interaction (Biggers & Masterson, 1984). This study is therefore significant to other schools and students, as well as parent groups who share the concern of checking and reducing their CA levels. Motives for communicating may not be all for the benefit of communicators. This study looks deeper into these motives, and the results may bring out some helpful insight on student-teacher interaction.

Students, in particular are usually at the center of communication apprehension research undertaken by instructional communication scholars, communication educators and school psychologists. It has been stated that communication educators have long been concerned with helping students who experience high communication apprehension avoid negative academic consequences (Dwyer, 1998). This study could contribute awareness on CA levels of students which means that it is one school less in the number of schools in Bangkok whose students' CA levels are yet to be investigated.

Communication apprehension has been the focus of extensive research because it has been associated with a variety of problems people encounter in their lives. One context of CA research, which has received relatively little attention is employment interview (Ayres, Keereetaweep, Chen, & Edwards, 1998). The next common step that students do after graduation is hunt for a job. An awareness of their CA levels and keeping their fear of communicating in check through the contribution of information from this study would help students face an anxiety-provoking activity such as job interview.

Instruction has been known to have positive effects in reducing communication apprehension. Assessments on how classroom instruction might result in changes in students' communication competence and communication apprehension were made. Competence increased and apprehension decreased from Time 1 – Time 2 in the study (Rubin, Rubin, & Jordan, F., 1997). Educators have also attempted to reduce communication apprehension among at-risk children (Ayres, Ayres, & Hopf, 1995). This study offers instructors an idea of how they could use their instructional messages to reduce communication apprehension increasing communication competence in the

process. The knowledge compiled in this study opens up possibilities of helping at-risk students i.e., by looking into their learning style preferences, gearing up instruction towards their needs to improve their communication skills. This consequently keeps at-risk students in safe learning environments rather than leaving them to drop out of school and become prey to drugs.

Barlund (1975) commented that as the modern world advances with fast-paced developments of amazing inventions and unceasing changes, its inhabitants find themselves living in an era of the global village. Technology has brought people of different cultures closer physically and electronically; the situation provides more opportunities for intercultural contacts. Furthermore, the global nature of the CA concept makes it imperative that culture and cultural effects be included in the study of instructional intervention strategies engaged to prevent or reduce communication anxiety among students. The trend towards a globalized economy suggests that a significant number of Thai students will find themselves more in international organizations in the near future (Olaniran & Stewart, 1996). This study provides a mental gate towards moving closer into and attaining a concrete grasp of the reality of CA, its relationship with communication motives and how it affects us all as we find ourselves interacting in a global village.

Research Questions

RQ1. What is the relationship between students' communication apprehension (CA) and motives for communicating with their instructors?

RQ2. Is there any difference in the use of motives between students high in CA and students low in CA?

RQ3. How important are good grades to students high and low in CA?

RQ4. Will the desire to acquire good grades decrease high CA level and / or increase use of communication motives?

Definition of Terms

Communication Apprehension is a trait coined by James McCroskey. He originally defined it as "a broadly based anxiety related to oral communication." It is later slightly modified to read "an individual's level of fear or anxiety associated with either real or anticipated (oral) communication with another person or persons" (McCroskey, 1980, p. 213). In this research, communication apprehension refers to generalized-context CA. James McCroskey's explanation of generalized-context CA is "people can be highly apprehensive about communicating in one type of context while having less or even no apprehension in another type of context." (p. 214). Brown (2000) described generalized-context CA as afraid only in one or two states and not necessarily all states. Oral communication is the context in this study; specifically students' fear of oral communication towards instructors.

Motives for Communicating with Instructors refer to the reasons students have for interacting with their instructors. Motive, is basically defined by Collins Gem English Dictionary (1998) as reason for a course of action. When students engage in a course of action such as communicating with instructors they have reasons why they do so. Martin, Myers and Mottet (1999) identified students' motives for communicating with their instructors: relational, functional, participation, excuse-making and sycophancy.

Relational Motive – the reason students have for communicating when they try to develop personal relationships with their instructors;

Functional Motive – reason that refers to students' wish to learn more

about the material and the assignments in the course;

Participation Motive – reason students give when they want to

demonstrate to their instructors that they are interested in the class;

Excuse-making Motive – reason that refers to students' attempt to explain

their absences to their instructors, or why work is late or missing;

Sycophancy Motive – reason why students communicate to get on the

instructor's good side or in order to make a favorable impression (Martin,

Valencic & Heisel, 2002).

Sriwattana Institute of International Business & Technology (SIIBT) is the school

where participants of this study are enrolled. It is located in Sukhumvit 64/1 in

Banchark, Bangkok. SIIBT was established in 1981 and run by the Tintamusik

family. Students attending SIIBT are classified into groups. The SIIBT administration

designates acronyms as names for these groups of students. They are as follows:

VCT students – group of students who study and are trained for a certificate in

vocational education;

DBA students – group of students who study for a diploma in business

administration

SBA students – group of students who study for a special diploma in business

administration

Instructors are the teaching professionals at SIIBT. This term is alternately referred to

as teachers in the content of the study. Although an instructor may mean "a person

who teaches, usually not in a school, i.e. a driving instructor" (Oxford Word Power

Dictionary, 1998, p. 334), it is the term used in the study based on a related definition

such as "a person who instructs." The root word 'instruct' means to communicate knowledge to; teach, educate (Neufeldt, 1997). The job description of SIIBT instructors mainly carries this definition. SIIBT instructors teach subjects according to their major field of study or expertise. Teaching styles vary from lecture, drill or demonstration to abstract and concrete lesson illustrations. Classroom teaching duties extend to extra-curricular activities for some instructors, such as coaching sports teams, the cheerleading squad, and coordinating student clubs. Some instructors act as homeroom advisers. They facilitate communication between SIIBT and the students' parents. Other instructors do not carry these responsibilities other than teaching their subject loads thus, teaching responsibilities may differ. Nevertheless, all SIIBT instructors fulfill their duties through the same, common characteristic of their job- teaching by mostly oral communication, and awarding grades to students.

CHAPTER 2

LITERATURE REVIEW

The Major Theme of our Age

Communication is omnipresent. The world in the past did not, today does not, and most expectedly in the future will not exist without communication. People live by communicating. Cushman and Cahn (1985) noted the worldwide interest of people in communication and its problems. They declared that the "problems of communication" is the major theme of our age. This universal issue "fills our bookshelves and the advice columns of our newspapers; it spawns endless methods, therapies, and courses in the name of self-improvement, interpersonal adjustments, salesmanship," and many more (p. 5). Communication is probably applicable to every process of solution to human problems. Mckeon (1957 as cited in Cushman & Cahn, 1985) gave a semantically loaded exposition of the concept of communication as a virtual panacea to human problems:

The preoccupation of people today with the problem of communication is no accident, but rather a response to the situations which confront us. When the problems we face are …complex, when the people capable of solving those problems have divergent and sometimes competing frames of reference, and when people require the cooperation of others for a satisfactory solution to their problems, then the initial distinctions necessary for examining problems as the means for achieving cooperation in the solution of problems must be found in communication. (p. 5)

As such, this statement moves towards the direction of one common and widely known communication problem: communication apprehension, conceived by McCroskey almost three decades ago, and basically defined as the fear of communicating.

Communication Apprehension, its Associations and Relationships

The problem of communication apprehension (CA) is global in nature. It is no respecter of culture, social title, geographic location or financial capability. An individual could have it no matter how beautiful or rich he or she may be or whether he or she lives in Beverly Hills or in a third world slum. Bond (1984) identified a number of factors that correlate with CA: low intellectual skills, speech skill deficiencies, voluntary social introversion, communication anxiety and low social self-esteem.

Communication apprehension has a variety of associations and relationships from different fields of studies. During a teachers' symposium of common problems in communication, the main purpose of which is to address the effort of helping students gain improvement from their communication problems, Phillips (1980) observed that the study of "stage fright" and "speech personality" led to the discovery of reticent behavior, which in turn spawned communication apprehension.

Allen and Bourhis (1996) examined the connection between CA and communication behaviors. The results indicated a consistent negative relationship between CA level and communication skills. It shows that as a person becomes more apprehensive both the quantity and quality of communication diminishes. McCroskey and Sheahan (1978) investigated the involvement of student CA in intimate relationships and found that high communication apprehensives are less likely to accept a blind date, have fewer dates, more likely to engage in exclusive dating, and have close relationships

with fewer faculty and are less satisfied with a school environment. This could signal further negative implications on the development of important relationships in life.

In a study of CA and a basic public speaking course, the researcher implied that high communication apprehensive individuals are considered less attractive (Robinson II, 1997). In another study of the perceptual world of the communication apprehensive, and their non-verbal communication, i.e. gaze behavior, Andersen and Coussoule (1980) found that individuals with high CA are relatively insensitive to differences in eye contact during formal interaction such as between an interviewee and interviewer. Dwyer and Cruz (1995) correlated trait and context CA with personality types like extraversion and introversion. They also observed that a whole body of research involving communication apprehension and academic achievement has led communication researchers to concur that high CA can be a serious learning disability and has a statistically significant negative correlation with cognitive performance including negative attitudes toward school.

There are various forms and terms of CA. Recently Beatty, McCroskey, and Heisel (1998) proposed a fundamental paradigmatic switch from traditional learning-based theoretical approaches to communication to what they call a "communibiological perspective," in which roots are found in the research of psychobiologists studying temperaments. Scores on the measures of communication apprehension were significantly related with measures of neuroticism. A reconceptualization of communication apprehension was born. That is, a high communication apprehensive is a neurotic introvert (Neuliep, Chadouir, & McCroskey, 2003).

Blaine (1995) cited DeFleur, Kearney and Plax in their 1993 study on CA types. They contended that CA can be chronic or situational. Chronic CA is more of

a problem because of its recurring influence in an individual's life. Pathological CA is a closely related term in which an individual suffers persistent and extreme fear of communicating. CA is part of a family of concepts called "social and communicative anxiety." Self-focus and negative thoughts are cognitive dimensions of social and communicative anxiety. It has been found that cognitive correlates are the strongest dimensions to be associated with communication apprehension. This could mean that social and communicative anxiety has a lot to do with how people think about themselves in regard to communication situations. Negative thinking can lead to self-preoccupation that keeps a person from processing information properly which then affects interaction with others (Littlejohn, 2002).

The way someone sees himself as a person involves his self-concept, which is developed from social interaction. Self-concept is learned from observing oneself and observing how people react. It is discovering the self through social interaction. An interaction with another person could either do any of the following to self-concept: add a new perception, clarify roles and attributes, cause doubt on abilities, and cause major changes in opinion of oneself. A low self-concept has negative effects on an individual's information-processing skills and communication behavior. There is also a strong correlation between one's self-esteem and level of communication apprehension. People with high CA tend to have low self-concept. If an individual is unsure of himself, he could also be "uptight" about his ability to express himself (Blaine, 1995).

According to Maruscsak (2004) the past twenty years of research on instructional communication has identified several relations that are related to self-concept and learning. An investigation was performed on student-to-student and

student-to-teacher relationship and how it results in learning. This investigation was done on high school aged participants, similar to the age range of the participants of this study. The following related concepts were gathered in Maruscsak's study of the effects of self-concept on high school students and their apprehension to communicate:

    (1) self- concept and perceptions of communication play a major role in child development;

    (2) self- concept contributes to gaining knowledge in the process of communication as seen through a child's eyes;

    (3) verbal dominance in teenagers is a major factoring in terms of self confidence during high school and that the dominance factor can make or break a student's self-concept;

    (4) apprehension in today's classroom as a trait caused by what happens outside the classroom, i.e, peer pressure or family life. It shows how what happens outside the classroom affects a student's apprehension to communicate;

    (5) apprehension is a drawback to success among high school students.

These findings on communication apprehension may sound similar and may be applicable on many groups of students in general. However, there may be some slight differences due to culture. Students in the US or Europe have a different upbringing from students in Asia. Even among Asian countries, CA findings may not be all the same because of cultural differences.   Different styles of bringing up children may be reflected on their communication behavior, thus differences in study results may exist.

Research on Communication Apprehension in Thailand

Research on communication apprehension in Thailand is scarce. Studies related to CA are few. These few studies on record are presented here. Kristhanin (2001) investigated the perceptions of understanding or misunderstanding of different levels of communicatively apprehensive Thais working in Thai automotive organizations when using email versus face-to-face communication. This study found that there are no significant differences between perceptions of understanding in e-mail versus face-to-face communication. Levels of CA did not create any significant relationship toward perception of understanding in email communication. Results show that perceptions of understanding on e-messages are important, and different levels of CA might create different perceptions of understanding from using email.

Knutson, Hwang and Vivatananukul (1995) compared communication apprehension between Thai and USA student samples, and identified different cultural norms governing interpersonal communication behaviors. Their study sought to determine whether cross-cultural comparisons between Thai and USA samples would reveal differences in interpersonal communication norms and communication apprehension levels. They hypothesized that the Thai sample would display higher communication apprehension scores than the USA sample. This prediction was confirmed. The authors caution that "the higher Thai communication apprehension scores may be an ethnocentric artifact attributable to the western measurement procedures employed in the study" (p. 22).

Montienvichienchai, Bhibulbhanawut, and Speece (2002) linked communication apprehension with cultural awareness and communication competence in their case study of St. John's International School in Bangkok. The results show that more

communication apprehension lessens communication competence and more cultural awareness reduces communication apprehension. They strongly recommend that further research be conducted about how cultural awareness affects communication competence and communication apprehension and other aspects that translate into classroom effectiveness.

Other research on CA that involves Asian subjects investigates its prevalence among groups of male and female students in America, Australia, Japan and Korea. Results of this study indicated that the Americans had a significantly lower incidence of apprehension than the Japanese but a significantly higher incidence than the Australians and Koreans. The latter indication of results declares that contrary to the usual observation of Americans being less apprehensive about oral communication than Asians, Koreans who are Asian subjects scored lower in CA than the Americans. Klopf and Cambra (1999), authors of this study, reported that research on apprehension about oral communication is as relatively large in the US as findings of any research on its effects is as little elsewhere in the world.

These associations and relationships with the fear of oral communication mentioned here also stretches to a viewpoint that is present among humans when they communicate. The act of talking takes place because of motives or reasons for the act. Motives engage individuals to initiate talk and exchange messages.

Communication Motives

Communicating is a behavior that humans do. There is motive when humans communicate. Web definitions of motive usually involve statements such as a reason for action; typically these actions are emotions, decisions or concerns. Motive is also defined as "a psychological feature that arouses an organism to action towards

a desired goal; that which gives purpose and directions" ("Definitions," 2005, p. 1). Communication is an action and a goal which are brought about by a reason. Reasons move people to communicate.

DeCatanzaro (1999) infers that social encouragement can be one of the strongest motivators of human behavior, i.e., the behavior of communicating. Studies show that communication motives are linked with loneliness in the lives of older adults (Downs & Javidi, 1990); perceptions of humor among elders (Barbato, Perse & Graham, 1997); mediated interpersonal communication (Holladay & Crutcher, 1997); has a relationship among a need for privacy, loneliness and conversational sensitivity (Hosman, 1991); are associated with message design logic in interaction and perceptions of competence (Hullman, 2004); related with family communication climate (Barbato, Graham, & Perse, 2003); and related with temperament traits (Paulsel & Mottet, 2004).

Houston (1985) suggested that psychologists have taken a different tack in trying to characterize motivation. They pointed out that when people speak of motivation they refer to factors which initiate and direct behavior. An aspect of the overall concept of motivation is initiation. Motivational factors initiate behavior. Hunger initiates food seeking, loneliness initiates people seeking, etc. In a learning situation, students' curiosity initiates asking questions; and their need to develop relationships with instructors initiates interaction.

Student-teacher Interaction

Wheeless (1975) suggested that learning in an academic environment can apparently be affected by motivation and numerous other elements related to this complex communicative process. Klausmeir and Goodwin (1975) demonstrated that

a teacher interacts with students by speaking, writing and other physical motions. For example, in demonstrating how to solve a problem, a teacher may talk about it, write about it or use gestures. Students have some of the same means of interacting with teachers. Discussions of general nature, panel discussions, question-and-answer sessions, oral drills, classroom debates, and small-group activities call for teacher-student interaction.

Educational institutions are in the business of producing learning among students. Student-teacher interaction is at the heart of this business. Dobinson (2001) investigated possible links between classroom interaction and the learning of new vocabulary. It was found that learners recalled vocabulary items that the teacher made pivotal to the interaction from the lesson. Nussbaum and Scott (1981) conducted a study that investigated student-teacher solidarity as a factor mediating the relationship between an instructor's communicative behavior and student learning. Differing degrees of student-teacher solidarity are found to affect the amount of student affective, behavioral and cognitive learning.

Positive student-teacher interaction reinforces learning and may improve not just the interaction itself but also the quality of communication. Good communication quality precedes skills that students need to interact well with instructors. Interacting well comes from a force to do so. This force is motivation to communicate. Motives for communicating with instructors may be inherent in students. Motives propel students to communicate with their instructors to achieve their communication goals.

Students' Motives for Communicating with Instructors

Motives and motivation, two closely related factors, are powerful forces that induce human beings to communicate. Motivation is further illustrated as "that which

energizes, directs, and sustains human behavior." The assertion is that just because someone is a skilled communicator does not mean that competence is always displayed. It was suggested that effective communicative performance is the result of not only abilities and contextual influences but also the individual's motivation to communicate (Zorn, 1991).

This is the importance of motivation as a factor that produces communication or encourages individuals to communicate. In relation to the motivation factor, there are motives that cause students to communicate with their instructors. Martin, Myers and Mottet cited Good, Slavings, Hard, and Emerson's 1987 research on student motivation to communicate with instructors. They contended that the motivation to communicate with instructors has been largely confined to asking questions. Study findings of Darling in 1989; Pearson and West in 1991; and West and Pearson in 1994 were further emphasized by Martin, Myers and Mottet that in most cases, questions asked in class do not go beyond classroom procedures. There are no cues for further communication opportunities.

In Martin, Myers and Mottet's study that examined students' motives for communicating with their instructors, these three scholars identified these motives as relational, functional, participation, excuse-making, and sycophancy. Martin, Valencic and Heisel (2002) explain what these motives are: the relational motive is when students communicate in order to relate, or developing personal relationships with their instructors; functional motive is a reason that includes learning more about the subject matter and the course requirements; the motive to participate is the reason students have when they want to display to their instructors their interest in and understanding class material; students also communicate to make excuses – the

excuse-making motive is the reason for explaining unmet teacher and course expectations; the sycophancy motive is the reason students communicate so they would make a favorable impression.

A relationship is found between levels of communication apprehension and students' subsequent decision regarding continuation or termination of their high school education through graduation (Monroe & Borzi, 1992). A related study by Everett (1999) examined the relationship between levels of communication apprehension and indicators of student success as measured by class completion and persistence to enroll the next semester. Findings generally point to CA as one determinant in students' tendency to continue or terminate their study. Martin, Valencic and Heisel authored a recent study that focused on how trait communication apprehension was related to students' motives for communicating with instructors. They argued that people with high communication apprehension talk less and are less satisfied with their communication with others.

In the classroom, students high in communication apprehension talk less, are less motivated and are less successful than students low in communication apprehension. Beatty, Forst and Stewart (1986) stated McCroskey's advice to teachers that communication apprehensives talk only within the bounds of what is required. Their talking may be exclusively because they are enrolled in class and they know there are unpleasant consequences if they do not talk. Students' motives to communicate may be stressed more when a factor as significant as grades is being considered. As students usually know good grades may be a passport to plenty of advantages and opportunities. They may also be well aware that communication with

instructors is necessary to get good grades. Therefore they may strive to communicate or be better at communicating with instructors to ensure that they get good grades.

The grade factor

Grades are a well-debated issue in the education systems. In reference to assessment and evaluation regarding high school students and the production of report cards, Boston (2003) observed that:

> One of the things that hasn't changed much about schooling over the years is the ritual of assigning grades to student report cards. Grades serve many functions: they are a way to communicate with students and their parents about achievement and effort; they are sometimes used to select and sort students for various programs; and they can serve as an incentive for students to learn and behave in certain ways. High school grades are of particular interest to many parents and students because they are an important factor in college admission decision. (p. 1)

There are different ways of assigning grades, different trends in grading practices, and several meanings attached to grades. That is probably why grades hold particular attention of people involved in them, from a country's ministry of education officials to school administrators, teachers, parents or guardians, and down to students.

There are studies that examine perceptions of teachers and students about grades such as how students should be graded, what determines grades, or on what basis should grades be conferred. In a survey that extended the work of White and Dunlap in 1999 regarding the relative effects performance and efforts should have on final grades, Adams (2005) indicated that students believed effort should influence grades significantly more than did faculty. This result may mean the absence of gaining knowledge as one determinant in earning grades. Learning does not seem to

be in this 32 picture. Only grades seem to be important. Teachers and students may apparently differ in perceptions of what influences grades.

Findings of a survey which was an extension of the work of Gaultney and Cahn in 2001 are similar to the results of the preceding study mentioned. It was shown that students believed success in a course was measured by good grades rather than by mastery of the new material. Students wanted effort to play a significant role in evaluations. There seems to be much student emphasis on grades over mastery and new learning in their courses (Miley & Gonsalves, 2004).

A phenomenon which concerns grades has been noticed from not too long ago. It emerged only a few years earlier than communication apprehension. Kamber and Biggs (2003) traced its development from the 1960s when grades began to rise and a decade later the phenomenon acquired the name "grade inflation." It is noted that grade inflation has become a part of the modern lexicon of teachers and administrators.

This phenomenon is the label for inaccurate grades. It is an A awarded for what was previously a B-level work. It is a high grade for low achievement. It is a loose grading standard. Just because grades are rising does not mean achievement is also rising. Inflated grades are the aftermath of a myriad of issues, pressures, conflicts, expectations, perceptions, attitudes, values and beliefs encountered by professionals and students in the education systems.

Kamber and Biggs also commented that the negative effect of grade inflation is that the system loses its capacity to recognize the superiority of what had been A-level work. Grades are supposed to be an expression of a teacher's judgment of a student's work. In contrast between grades and market products, grades are earned, products are bought. Grades are supposed to tell students how well or poorly they

have performed. Students do not buy grades. They study for it. Teachers do not sell grades. They award it as a token of recognition for students' achievement.

Grade inflation may produce irresponsible students. Hassel and Lourey (2005) surveyed university students' attitudes toward learning and accountability and found that grade inflation is a contributing factor to the lack of student accountability. Why, after all, would students strive when in the first place they could be assured of a good or passing grade despite absenteeism, apathy, or large, unengaged classes?

Inflated grades could also be misleading to parents. A study by the Education Research Reports in 1994 examined parental satisfaction with schools and the need for grade standards. Results showed that despite clear indications and widespread concern about low achievement, most parents express satisfaction with their children's achievement and schools. Part of the reason for the satisfaction is that parents have to rely primarily on grades to determine how much their children are learning and according to the grades, their children are doing well.

The grade inflation phenomenon has probably touched the Thai education system as well. Gillote (1999) reported that the Ministry of University Affairs in Thailand has appointed a committee to investigate incorrect high school student grades that were submitted in the college admission process in 1999. The decision to postpone the adoption of student ranking system was proffered as it was discovered that the grades submitted by many schools outside Bangkok did not reflect the true performance of their students. It was noted that some education officials speculated that teachers might have inflated the grades of their students to help them win places at the country's top universities, and in the process, enhance the reputation of their high schools.

Grades seem to be highly important to students that they would go to certain lengths to get a good grade whether or not they deserve it or not. Some of the means students use to get good marks may be questionable. Whitley (1996) compiled recent surveys showing that 40% to 60% of college students admit to having cheated on at least one examination. Students say they cheat to obtain higher grades, and view cheating as an effective means to that end.

Although students may achieve less in schoolwork, they may be creative. Their creativity can be applied to the means they go through in the name of good grades. Thainews.com (2003) reported that Thai university students have gone high tech. Pagers were smuggled into exam rooms, and invigilators caught examinees using pagers to find answers to multiple choice exam questions which are transmitted to their pagers and indicated through a series of vibrations. According to Time Asia Magazine, a cheating controversy occurred in a highly populated university in Bangkok, and became a scandal due to the involvement of a student who comes from one of Thailand's most prominent and wealthiest families (Hide the Report Card, 2002). Cheating may in fact be questionable, regardless of a student's social and financial status. How else could it end up becoming a controversy and scandal?

Yet the desire to have good grades could be one of the strongest motivators of students' behavior of resorting to unconventional or inappropriate means. In the case of SIIBT, teachers experience constant pressure on grade inflation and alterations. SIIBT students may not really differ so much from other students cited in research and studies in terms of perceptions of grade importance, and the force behind their desire to see good grades on their report cards. They may usually get good grades, and from there they may develop a need to get better grades. This need may set them

off communicating with teachers more frequently. The need for better grades may have a relationship with their motives to communicate with instructors. They may communicate with instructors because of their need to have better grades. Their CA levels may also be affected by their need for better grades. Therefore they may use motives to communicate whether they have high or low CA levels.

Related Theories

The benefit of theories is employed to explain the concepts that make up this study. Planning theory is presented as a well-known theory of planning in the communication field. In this theory, Charles Berger focused on the thought process that people go through in order to produce the messages they speak. Berger concluded that most social interaction is goal-driven. There are reasons for saying what must be said. Individuals continually construct cognitive plans to guide their social actions (Griffin, 2003). According to this theory, "plans are mental images of the steps one will go through to meet a goal, and because communication is so important in achieving goals, planning messages is a critical concern" (Littlejohn, 2002, p. 102). If a student wants to earn good grades, he or she probably talks to other students and the instructor to find out what must be done. The goal is to earn good grades. Communicating with instructors and classmates is the plan to reach that goal. Planning is a cognitive behavior since communicators will have to think what to do to reach a certain goal. In reaching the goal, communicating has to be part of the plan.

When students and teachers interact, they are displaying behavior, and in this behavior are underlying causes. Attribution theory proposed that individuals look for causal reasons that could be used to explain observed behaviors. In simple terms,

attribution theory deals with the common sense of answering 'why' questions (Miller, 2002). Causal attributions that people commonly make are outlined by Heider (1958 as cited in Littlejohn, 2002), founder of attribution theory. Most of these attributions, particularly the ones that reflect student-teacher interaction, are as follows: personal effects- teachers and students influence interactions personally, ability – being able to communicate, effort- trying to send messages across during interactions, sentiment- feeling to interact caused by sent messages, belonging- going along with the flow of a conversation, and obligation- feeling that one ought to communicate in order to learn. Students assign attributions to their communication. When they communicate with instructors the attributions might be because they want to form personal relationship or they want to clear things up in a subject of study, or they are motivated to communicate because of a good grade they want to get.

Students communicate in certain ways or accordingly because of their intentions. In assuming many models of human behavior, one can predict the actual behavior through the purpose to do a certain action (Nabi, Southwell, & Hornick 2002). The theory of Reasoned Action basically discusses how people decide to perform a certain behavior. Ajzen and Fishbein, the Reasoned Action theorists, argue that behavior results in part from intentions. This theory posits that people make conscious choices based on two factors: first is, how strongly they perceive the benefits to lead to a positive outcome, and second, the social norms, risks, and rewards they associate with that choice (Theory of Reasoned Action, 2001).

This may explain why students talk, or display gestures to communicate nonverbally or for effect. These styles in communicating are done because of intentions. The intention to learn requires communication. The intention to inform

teachers why work is late, or why absences from class were incurred, pushes students to talk with instructors. The intention of getting a good grade is predictive of student interaction with teachers. Students make a choice to communicate with teachers because they may strongly believe that the benefits of such behavior may be social satisfaction or good grades. Students may perceive that their choice to communicate is the normal thing to do, or is associated with good marks as rewards.

Elaboration Likelihood Theory was developed by social psychologists Richard Petty and John Cacioppo. This theory features central route of persuasive influence wherein an individual scrutinizes messages in which he or she has high levels of involvement. High level of involvement means high motivation (Heath & Bryant, 1992). Hence, when a student is highly motivated in a certain topic of classroom interaction, he or she will pay more attention to it than on an announcement about a student party from the school public address system. The ability may take the form of participation in class discussions or demonstrations of interest in the lesson. The allure of good grades and the desire to get them elicit motivation. That is one reason why a student may be compelled to engage in critical thinking (elaboration) in order to find out how to obtain high grades. An information that developing a good relationship with the teacher or showing comprehension of the lesson may be evaluated by students as a means to be successful in their study. Therefore, students may perform communication behaviors in relation to their communication motives.

People may not automatically understand events happening in life especially if they cause strongly negative emotions. Things may not be clear enough for comprehension to take place. Individuals then are motivated to seek information to reduce uncertainty of what happened (Boyle, et al., 2004). The focal point of

Uncertainty Reduction Theory, which was developed by Charles Berger, is that there is a need in interpersonal communication to get information about persons or events. Students do encounter something strange or novel in their learning environment that they do not know much about. That is why they ask questions in order to reduce uncertainty. They may have a strong desire to reduce uncertainty about a strange or novel element in their surroundings by gaining information about it and to gain information, they communicate.

Communication apprehension and communication motives both have consequences on those who have them. Students interpret and set goals for themselves. These two assumptions, behavioristic and cognitive, respectively, come from Alfred Bandura's Social Learning Theory. Good and Brophy (1995) present one of Bandura's major sources of motivation based on a social learning perspective: predicting outcomes of behavior, i.e. "If I interact more in class, will the teacher know I'm interested in the subject?" "Will my speech be well-received?" Students may participate more in class to display a good impression on the instructor and their peers. Interacting may come in forms of any of their motives for communicating with instructors. Students may be motivated to make excuses to be forgiven. They may also engage in class debates, forums or conferences because they predict that these efforts will put them on their way to seeing A's on their report cards.

Concepts

This study investigates the relationship between students' communication apprehension as the independent variable, and motives for communicating with their instructors as the dependent variable. Communication apprehension influence students' motives for communicating with their instructors, and determines frequency

of communication. However, in some portions of the study these variables will be
interchanged as some motives act as factors that influence communication and most
probably cause fluctuating levels of communication apprehension. These motives
become strong indicators of student interaction with instructors regardless of
whether students have high or low communication apprehension levels. So motives
for communicating with instructors become the independent variable, and
communication apprehension becomes the dependent variable.

Additional concepts identified as grade, student intention of getting good
grades, and degree of importance of a particular motive act as intervening variables.
Students' frequency of communication with their instructors will depend on their CA
levels. Yet certain motives may override CA levels. The degree of importance of
these motives may induce communication regardless of CA levels.

The grade factor may become a source of students' intention to increase
frequency of communication with their instructors no matter how high their CA levels
are. This study intends to determine truth or falsity of SIIBT students' levels of
communication apprehension and its relationship with their motives of
communicating with instructors, including the issue of grades, how important grades
are to them and to what lengths they will go to have good grades.

Hypotheses

Based on related studies, supporting concepts in the literature, theories that
lend explanation to the CA phenomenon and its relationship with students'
communication motives, as well as its possible significance on the grade issue, the
following hypotheses are advanced:

H1. Students high in CA (communication apprehension) may be lower in
     their motives for communicating with their instructors than students low
     in CA.

H2. Students low in CA may use motives differently from students high in
     CA.

H3. Students either high or low in CA will consider good grades to be of
     average to high importance.

H4. The desire to acquire good grades may not necessarily lower CA level,
     nor increase the use of communication motives.
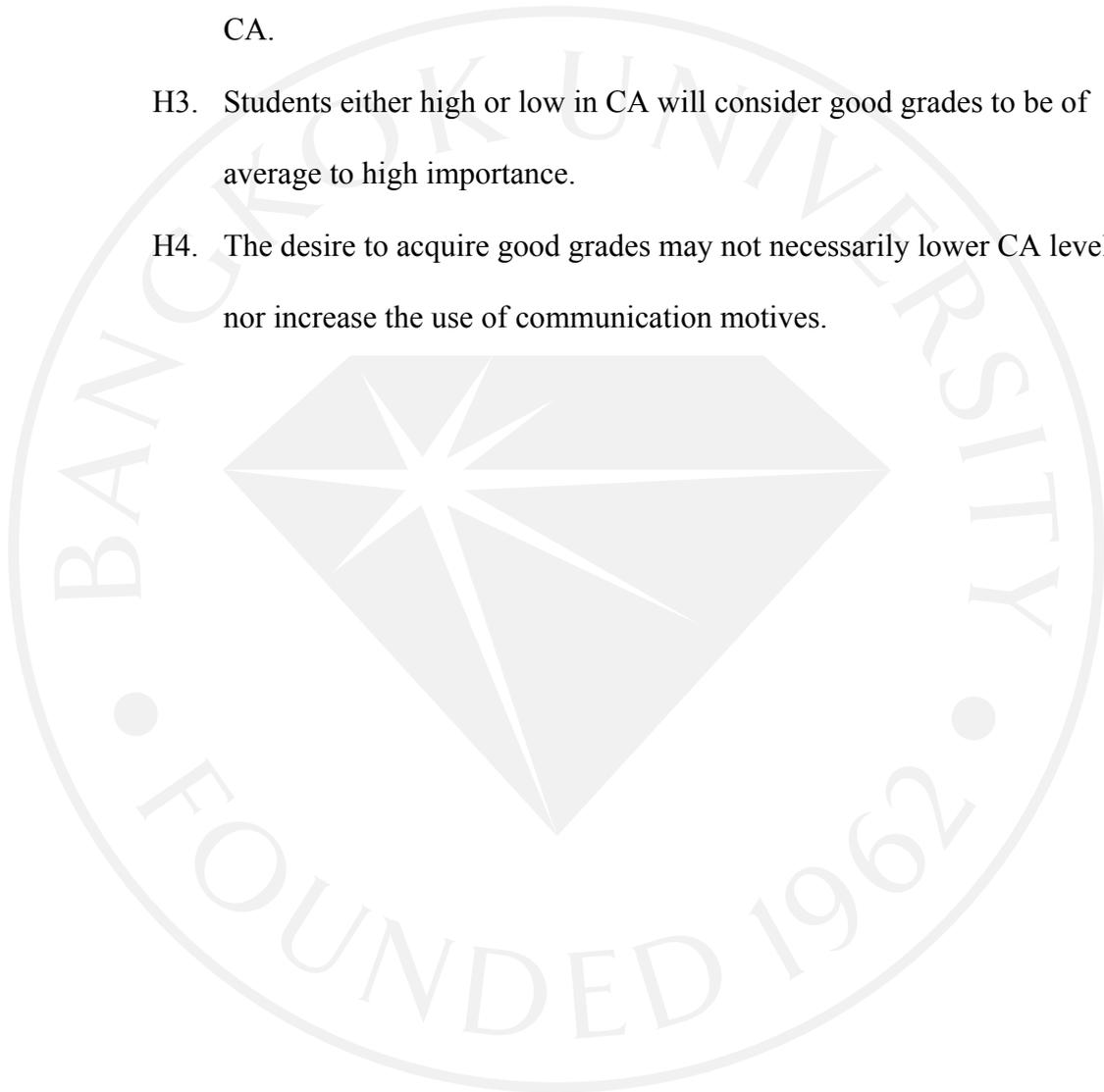
Figure 1: Model of the Study
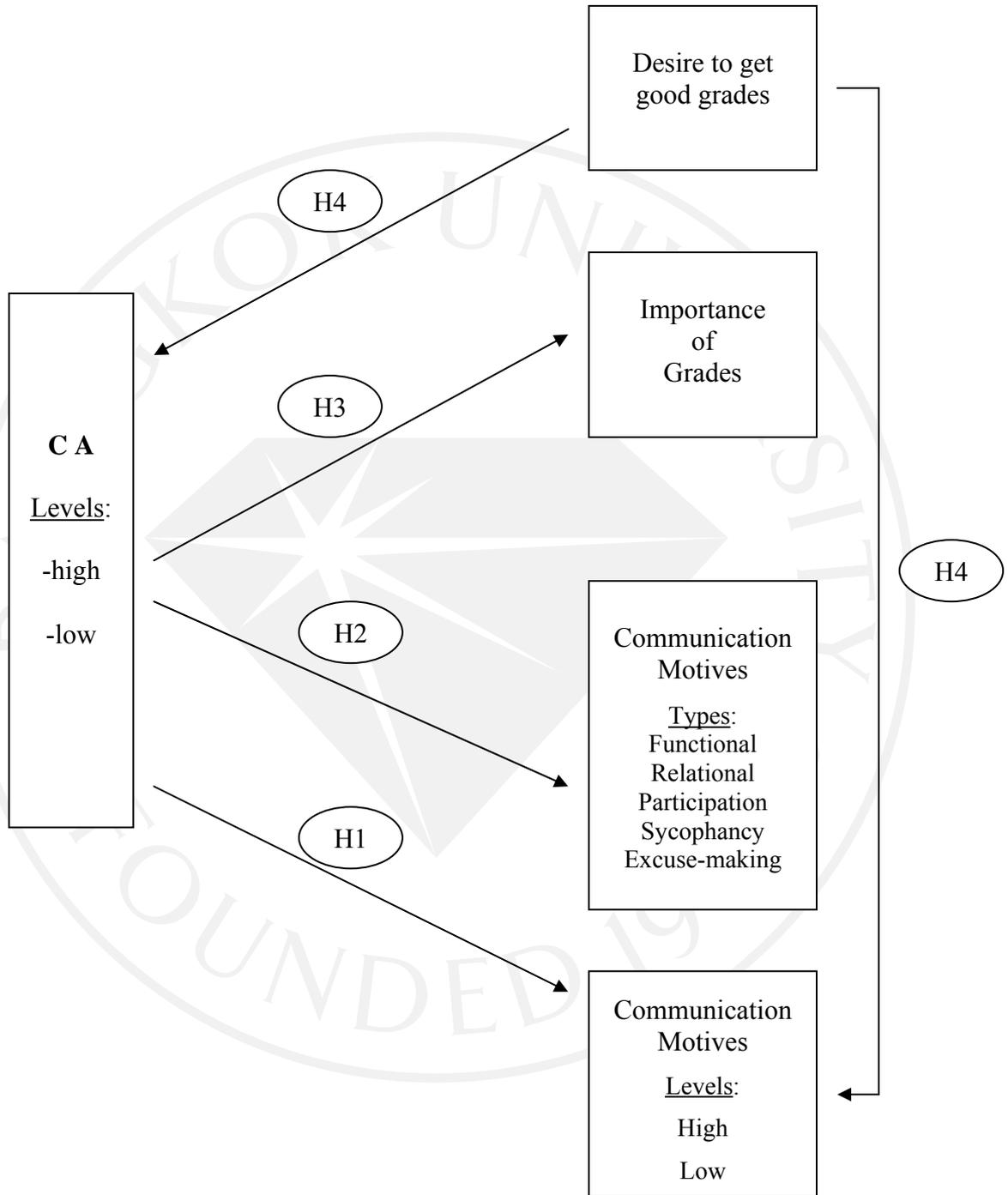
Note: CA = Communication Apprehension

CHAPTER 3

METHODOLOGY

Chapter Overview

This chapter illustrates the method used to operationalize variables, and test the hypotheses. It presents the research design and describes the respondents and instruments. It also provides details of how data were collected and how were they analyzed.

Research Design

This study gathers data through PRCA 24, CMS 30 and a set of additional questions used consecutively to determine CA levels and its relationship with communication motives and to derive grade importance and its possible significance on CA levels and communication motives. The data obtained from the students, who are respondents of the study, are treated by quantitative method, and are encoded in the SPSS 12 computer program. Statistical tests used are analysis of variance (ANOVA) and Chi-squares (χ^2).

Variables

There are two major variables in this study. Communication apprehension serves as the independent variable, and motives for communicating with instructors serve as the dependent variable. In the grade issue portion of the study, perception of grade importance and desire for good grades are the dependent variables and communication frequency and CA levels are the independent variables.

Respondents

Students at Sriwattana Institute of International Business & Technology made up the lead in producing the data for this study. To reflect the whole SIIBT populace, all classes were represented. They are the VCT, DBA and SBA full-time classes, and from the same designation of classes of students studying part-time (evenings), and on week-ends. The intended target age of participating students is from 14 to 24 years. However, students beyond this age range also participated. They are from the part-time and week-end programs. Approximately 44 - 45 students from 3 groups of classes and from the 3 types of study programs were requested to answer the questionnaires. These figures totaled an expected 400 participants.

Students who participated were both male and female, and were chosen according to their grade point average (GPA) and their advisers' assessment of their class performance, that is, high, average and low achievers. Since most of the students are not proficient in English, and to ensure comprehension of the questionnaires, the researcher's colleague, a native Thai who speaks and teaches English fairly well translated the questionnaires from English to Thai. The Thai translation of the questionnaires was provided right above each line of the English content, so both languages were simultaneously available to the students as they answered the questions.

Data Collection Procedure

Towards each end of the first and second semesters for academic year 2006, and right before final examinations, students completed the questionnaires. They were instructed to answer the questionnaires based upon their study of any course they are taking during the term, and the instructor teaching the course. Thai

instructors from the Foreign Languages Department of SIIBT and the researcher herself administered the questionnaires on the students.

<u>Instruments</u>

Communication apprehension was measured using the Personal Report of Communication Apprehension. The PRCA 24 is a 24-item, Likert-type measure. There are four subscales of the measure that considers four different, oral communication contexts: public, group, dyad and meeting. Martin, Valencic and Heisel (2002) reported in their study of CA and student motives that the PRCA 24 is well established as a reliable and valid measure of communication apprehension.

Motives for communicating with instructors were operationalized using the Martin, Mottet and Myers (2000) 30-item student classroom motives scale devised as CMS 30. Students are asked to indicate their answers on a Likert-type scale, from exactly like me (5) to not at all like me (1), how each statement reflects their own reasons for talking with instructors. Additional information on the grade issue was included in the questionnaires. This extracted data concerning the degree of importance of grades to students, and how often students would communicate with instructors for all five motives if their intention was to get good grades.

The Student Classroom Motives Scale (CMS-30) is reputed to be reliable and valid. Martin, Weber, Cayanus, and Goodboy (2005) presented the means, standard deviations, and reliabilities obtained in this study as: relational ($M = 13.58$, $SD = 5.44$, $a = .89$), functional ($M = 20.12$, $SD = 5.10$, $a = .82$), excuse-making ($M = 15.89$, $SD = 5.25$, $a = .82$), participatory ($M = 15.12$, $SD = 5.38$, $a = .84$), sycophancy ($M = 14.04$, $SD = 5.47$, $a = .85$). Previous studies were covered using the student classroom motives scale that found it to be valid, and several factor analyses have demonstrated

that the factors load appropriately. The subscales are always above .80 for reliability (Martin, 2005).

Rubin, Palmgreen and Sypher (1994) reiterated McCroskey, Beatty and Plax's 1985 report that the PRCA-24 is internally consistent, and the alpha reliability estimates for all 24 items ranges from .93 to .95. Rubin, Palmgreen and Sypher also noted that published studies support the construct and criterion-related validity of the PRCA-24. They quoted McCroskey and Beatty's 1984 findings that all four-context-based scores predicted self-reported state anxiety experienced in a related context (e.g., public speaking), and that this finding has been replicated for the public speaking component of the PRCA-24. They also commented that with the repeatedly high reliability estimates of the PRCA-24 and its well-documented validity, the PRCA-24 is highly recommended as a means of assessing a person's trait or generalized-context CA.

Data Analysis

The data analyzed are those obtained from the two instruments used in this study, namely, Personal Report of Communication Apprehension (PRCA-24), and Communication Motives Scale (CMS-30). Five additional questions were included for the respondents to answer. These questions were attached as the sixth and last page along with the PRCA 24 and CMS 30. They are indicated as questionnaire with the purpose of extracting data intended to either verify or invalidate assumptions on the use of motives, the grade issue and whether or not these variables have any impact on students' communication apprehension levels and motives.

The first hypothesis stated that students high in CA may be lower in their motives for communicating with their instructors than students low in CA. This was

tested by analysis of variance (ANOVA) to investigate the relationship between students' communication apprehension levels and their motives for communicating with their instructors.

The second hypothesis stated that students low in CA may use motives differently from students high in CA. Chi-square was employed to test differences in use of motives between high and low CA students and by later discussing how those less afraid to communicate and those more afraid to communicate differ in their use of motives in terms of which motive they usually use and what motives they perceive to be most and least important in communicating with their instructors.

The third hypothesis stated that students, either high or low in CA will consider good grades to be of average to high importance. This hypothesis is based on the premise that a similarity in the degree of grade importance, which is average to high, may exist in both high and low CA students. Chi-square was used to test similarity in the degree of grade importance and likewise explore students' desire to acquire good grades.

The fourth hypothesis stated that the desire to acquire good grades may not necessarily lower CA level, nor increase the use of communication motives. Assuming that CA levels and use of communication motives remain at a similar level despite a desire to acquire good grades, Chi-square was used to test similarity of communication frequency as a way of determining possible impact of desire for good grades on CA levels and use of communication motives. Alpha level was set at .05.

Reliability Analysis – Scale (alpha)

An analysis of reliability for the instruments used in this study was performed. Results show that the reliability emerged at an alpha of .8159, which means that the instruments are reliable.

CHAPTER 4

FINDINGS

Chapter Overview

   This chapter presents findings from the tests. Demographics, as well as descriptive statistics are shown in tables and the rest of the data obtained from the questionnaires are summarized. A concise analysis of these data is presented according to the output that came up, and statistical tests are applied to describe testing of the hypotheses. In relation to the hypotheses, answers to the research questions are also provided under the heading summary of the findings. This chapter is wrapped up with the concluding remarks.

Demographic Data

   Respondents of this study turned in 393 out of 400 distributed copies of instruments and questionnaires. Five questionnaires were not completed and two were not included by the researcher due to an observation that responses were duplicated, so that leaves the study with 393 valid questionnaires. The rate of response was 98.25%. Tables 1, 2, 3, 4 and 5 show the demographic data of the respondents.

   There are three classes to which respondents belong. Acronyms are used for these classes. These acronyms representing the classes are VCT, DBA, and SBA. The VCT students comprise 26.2%, the DBA students comprise 37.2%, and the SBA students comprise 36.6% of the whole number of respondents. See Table 1.

Table 1: Class Names of Respondents

Class	Frequency	Percent
VCT	103	26.2
DBA	146	37.2
SBA	144	36.6
Total	393	100.0

Note: VCT means vocational, DBA means diploma in business administration and

SBA means special diploma in business administration.

Students are grouped into two types of study programs (SP). Students who study

on weekdays, from 8 AM until 4 PM, belong to the full-time study program, while

those who study in the evenings, Monday to Friday, 6 PM to 9 PM, and weekends, 8

AM to 4 PM, belong to the part-time study program. Students in the full-time study

program yielded 52% and students in the part-time study program yielded 48%. See

Table 2.

Table 2: Study Program (SP) of Respondents

Study Program	Frequency	Percent
Full-time	204	52.0
Part-time	189	48.0
Total	393	100.0

Respondents are composed of 34.6% males and 64.4% females. Gender of

respondents which were not identified is 1.0%. Total is 100%. See Table 3.

Table 3: Gender of Respondents

Gender	Frequency	Percent
Male	136	34.6
Female	253	64.4
Not identified	4	1.0
Total	393	100.0

Ages of the respondents were quite varied and the gap between the youngest and oldest respondents is long. The youngest age is 14 and the oldest is 46. Ages were designated into three ranges. Range 1 is from 14 to 24 years of age; range 2 is from 25 to 35 years of age; and range 3 is from 36 to 46 years of age. The youngest respondents (14-24 years) have the highest percentage, which is 85.8%, more than half of the study population and consistent with the intended target that the study would be participated in by mostly adolescents and young adults or respondents on this age range. It is followed by 12.0% of the respondents in the second age range and 1.5% of respondents in the third age range. Ages which were not identified were .7%. The total is 100 %. See Table 4.

Table 4: Age Range of Respondents

Age range		Frequency	Percent
Range 1	(14 – 24 years old)	337	85.8
Range 2	(25 – 35 years old)	47	12.0
Range 3	(36 – 46 years old)	6	1.5
Not identified		3	.7
Total		393	100.0

Grade point average (GPA) was categorized into three levels. Level 1 is GPA 1.00 until 2.00; level 2 is GPA 2.01 until 3.00; and level 3 is GPA 3.01 until 4.00. Respondents in the first GPA level constitute 9.7%; respondents in the second GPA level constitute 31.3% and respondents in the third GPA level constitute 39.9%. There is a 19.1% unidentified GPA. The total is 100%. With most respondents being in the third GPA level, the figure 39.9% reflects the grading culture of SIIBT which is assigning grades that meet the administration GPA directive of at least 3.00. See Table 5.

Table 5: Grade Point Average (GPA) Levels of Respondents

GPA		Frequency	Percent
Level 1	(GPA 1.00 – 2.00)	38	9.7
Level 2	(GPA 2.01 – 3.00)	123	31.3
Level 3	(GPA 3.01 – 4.00)	157	39.9
Not identified		75	19.1
Total		393	100.0

Hypothesis Testing

Hypothesis 1: predicted that students high in CA (communication apprehension) will be lower in their motives for communicating with instructors than students low in CA. Responses of the students to the first research instrument (PRCA 24) determined their communication apprehension levels. Results of the test conducted through the Personal Report of Communication Apprehension instrument, classified respondents into low CA (N = 26), moderate CA (N = 314) and high CA (N = 53). Their

respective mean scores are: low CA - 3.4141; moderate CA - 3.0773; and high CA -

3.0101. Table 6 shows the number of respondents from each CA level.

Table 6: CA Classifications and Mean Scores

Communication Apprehension	N	Mean	Standard Deviation	Standard Error
Low CA	26	3.4141	.5660	.1110
Moderate CA	314	3.0773	.5858	3.306E-02
High CA	53	3.0101	.6397	8.787E-02
Total	393	3.0905	.5973	3.013E-02

Analysis of variance (ANOVA) was performed to test whether those with high

fear of communicating (high CA) are lower in their motives for communicating with

instructors. ANOVA is statistically significant [$F_{(2,390)} = 4.451$, $p < 0.05$]. This test

affirms the essence of the first hypothesis that students high in CA are lower in their

motives for communicating with instructors. Table 7 presents this ANOVA result.

Table 7: ANOVA on High CA and Motives

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.120	2	1.560	4.451	.012
Within Groups	136.713	390	.351		
Total	139.833	392			

The Scheffe post hoc test was then conducted to test multiple comparisons between low against moderate and high CA, moderate against low and high CA, and high against low and moderate CA. There is a significant difference between low CA against moderate CA and high CA regarding their motives for communicating with instructors (M = .3368*, .4040*). That means high CA students have lower motives for communicating with their instructors than moderate and low CA students. Likewise, moderate CA students have lower motives than low CA students. However, there is no significant difference between moderate and high CA regarding their motives (M= -.3368*, 6.722E-02; -6.7219E-02). Table 8 presents results of the Scheffe test on multiple comparisons of CA levels.

Table 8: Scheffe Test on Multiple Comparisons of CA Levels Regarding Use of
Motives

(I) CA LEVEL	(J) CA LEVEL	Mean Difference (I-J)	Standard Error	Significance
low CA	moderate CA	.3368(*)	.1208	.021
	high CA	.4040(*)	.1418	.018
moderate CA	low CA	-.3368(*)	.1208	.021
	high CA	6.722E-02	8.792E-02	.747
high CA	low CA	-.4040(*)	.1418	.018
	moderate CA	-6.7219E-02	8.792E-02	.747

*. The mean difference is significant at the .05 level

The first hypothesis stresses on motives between high and low CA students. Moderate CA, not low CA students, turned out to be the dominant group in the classification of CA levels from the PRCA 24 test result (see Table 6), and as shown, moderate and high CA students have no statistically significant difference regarding their motives. However, ANOVA and Scheffe test results (Table 7-8) did provide partial support to the hypothesis with an indication that students who are more afraid to communicate (high CA) are lower in their motives than those less afraid to communicate (low CA) (see Table 7). Therefore, hypothesis 1 is partially supported.

Hypothesis 2: predicted that students low in CA may use motives differently from students high in CA. Students were asked a set of three questions regarding motives they usually use (Item 55), motives that are most important to them (Item 56) and motives that are least important to them (Item 57). Students identified these motives and Chi-square tests were conducted to find out if there is any significant difference between low and high CA students in their use of motives.

There is no statistically significant difference from the Chi-square tests results among low, moderate and high CA students on the motive that they usually use. The chi-square value is not significant ($\chi^2 = 3.635$, p > .05). Table 9 shows the chi-square test of students' usually used motive. It was found that the three groups of students (high, moderate, low CA levels) similarly use relational, functional and participation motives the most, while excuse-making and sycophancy are motives they use the least. Table 9 shows this finding.

Table 9: Chi-square Test Result of Students' Usually Used Motive

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.635(a)	8	.888
Likelihood Ratio	4.905	8	.768
Linear-by-Linear Association	.104	1	.747
N of Valid Cases	386		

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .32

Apart from the low CA group whose top usually used motive is participation with a thin difference of just 1, the other two groups of students (moderate and high CA levels) similarly use relational, functional and participation motives the most. Excuse-making and sycophancy are motives used the least by moderate and high CA students, while none from the low CA students reported any use whatsoever on these two motives at all. The general order of responses of the three groups of students for the usually used motive is relational, functional, participation, excuse-making and sycophancy. Responses show that students, regardless of CA levels, identified similar motives that they usually use. Except for a very slight difference in the participation motive with the low CA group, the order of responses of students' usually used motive is the same for all CA levels, with relational motive consistently at the top, followed by the functional motive and participation motives. Excuse-making and the sycophancy motives are consistently on the bottom. This order of responses is indicated by the number of students identifying each motive from every CA level. Table 10 shows the students' responses on the motive that they usually use (Item 55).

Table 10: Cross Tabulation of Students' Responses on the Motive they Usually Use

Communication Apprehension	Usually Used Motive					Total
	R	F	P	E	S	
Low CA	8	8	9	-	-	25
	32.0%	32.0%	36.0%	-	-	100.0%
moderate CA	119	96	74	15	4	308
	38.6%	31.2%	24.0%	4.9%	1.3%	100.0%
high CA	22	15	13	2	1	53
	41.5%	28.3%	24.5%	3.8%	1.9%	100.0%
Total	149	119	96	17	5	386
	38.6%	30.8%	24.9%	4.4%	1.3%	100.0%

Note: R = relational, F = functional, P = participation, E = excuse-making, S = sycophancy

Chi-square tests were conducted on students' most important motive, indicated as Item 56. These tests results show no statistically significant difference among low, moderate and high CA respondents on the motive that is most important to them ($\chi^2 = 5.029$, p > .05). Test results are presented on Table 11 which follows.

Table 11: Chi-square Test Result of Students' Most Important Motive

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.029(a)	8	.754
Likelihood Ratio	5.058	8	.751
Linear-by-Linear Association	2.202	1	.138
N of Valid Cases	385		

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is .19.

Responses to the most important motive (Item 56) were cross-tabulated. Most low CA students identified participation as their most important motive (45.8%), and followed by the functional motive (33.3%). Most moderate CA students identified functional as their most important motive (37.7%) followed by the participation motive (34.4%). Both low and moderate CA students have the same order of responses on their third, fourth and fifth most important motives. The third highest number from low and moderate CA students identified relational (l =16.7%, m = 27.7%) the fourth, excuse-making (l = 4.1%, m = 4.5%), and the fifth, sycophancy (l = 0, m = .6%) respectively.

Most high CA students reported that functional was their most important motive (37.7%). Relational followed as the motive identified by the second highest number of high CA students (30.2%), and participation identified by the third highest number of high CA students. There is no difference at all among low, moderate, and high CA students on the order of their responses for the last two motives – excuse making and sycophancy motives. No further difference is shown among low, moderate and high CA students on the order of their responses for the third, fourth and last motives which started from relational to excuse-making and down to the sycophancy motives. Students did not differ regarding their most important motive. Results are presented on Table 12 which follows.

Table 12: Cross Tabulation of Students' Responses on their Most Important Motive

CA level	Most Important motive					Total
	R	F	P	E	S	
low CA	4	8	11	1	-	24
	16.7%	33.3%	45.8%	4.2%	-	100.0%
moderate CA	70	116	106	14	2	308
	22.7%	37.7%	34.4%	4.5%	.6%	100.0%
high CA	16	20	15	1	1	53
	30.2%	37.7%	28.3%	1.9%	1.9%	100.0%
Total	90	144	132	16	3	385
	23.4%	37.4%	34.4%	4.2%	.8%	100.0%

Chi-square tests were conducted on students' least important motive (Item 57). Chi-square value shows no significant difference ($\chi^2 = 13.324$, p > .05). Excuse-making and sycophancy are the motives which turned out to be similarly identified as the least important motives for both high and low CA students. Results are presented on Table 13 which follows.

Table 13: Chi-square Test Result on Students' Least Important Motive

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.324(a)	8	.101
Likelihood Ratio	19.610	8	.012
Linear-by-Linear Association	2.388	1	.122
N of Valid Cases	384		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is .94.

Students' responses on their least important motive (Item 57) were cross-tabulated. Most low CA students consecutively identified excuse-making (54.2%) and sycophancy (33.3%) as their top two least important motives. Moderate CA students identified sycophancy and excuse-making as their top two least important motives respectively (47.6%, 33.6%). High CA students identified sycophancy and excuse-making as their top two least important motives (50.9%, 43.4%). Relational, functional and participation were identified by 12.6% of low CA students, 18.9% of moderate CA students and 5.7% of high CA students as the last three of their least important motives. All students (low, moderate and high CA) are not significantly different in responses on their least import motive. Results are presented on Table 14 which follows.

Table 14: Cross Tabulation of Students' Responses on their Least Important Motive

CA level	Least Important Motive					Total
	R	F	P	E	S	
low CA	1	1	1	13	8	24
	4.2%	4.2%	4.2%	54.2%	33.3%	100.0%
moderate CA	14	13	31	103	146	307
	4.6%	4.2%	10.1%	33.6%	47.6%	100.0%
high CA		3		23	27	53
		5.7%		43.4%	50.9%	100.0%
Total	15	17	32	139	181	384
	3.9%	4.4%	8.3%	36.2%	47.1%	100.0%

The second hypothesis predicted that low CA students may use motives differently from high CA students. Data show that students' responses were similar for the usually used, most important and least important motives. Chi-square tests show no statistically significant difference among low, moderate and high CA students on their use of motives (see Tables 9, 11 and 13). Quite opposite to the statement of the hypothesis that low CA students may use motives differently from high CA students, results show similarity, not difference of motive use among low, moderate and high CA students. Therefore, hypothesis 2 is rejected.

Hypothesis 3: predicted that students either high or low in CA will consider good grades to be of average to high importance. Students were asked to rate how important grades are to them. Chi-square tests were conducted on the degree of grade importance. The chi-square value is not significant ($\chi^2 = .939$, p > .005). Table 15 shows the chi-square tests results of the degree of grade importance.

Table 15: Chi-square Test Result of Grade Importance

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.939(a)	2	.625
Likelihood Ratio	.908	2	.635
Linear-by-Linear Association	.134	1	.715
N of Valid Cases	392		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.10.

Majority of low, moderate and high CA students generally consider grades to be of high importance. Responses for Item 58 (degree of grade importance) were cross-tabulated. A greater number of respondents from all three CA groups reported high importance of grades. The rest of them marked average importance. These data are presented on Table 16 which follows.

Table 16: Cross Tabulation of Students' Responses on Grade Importance

CA level	How important are good grades to you?		Total
	Average Importance	High Importance	
low CA	6	19	25
	24.0%	76.0%	100.0%
moderate CA	61	253	314
	19.4%	80.6%	100.0%
high CA	13	40	53
	24.5%	75.5%	100.0%
Total	80	312	392
	20.4%	79.6%	100.0%

All CA levels marked their responses on either average or high importance. None ticked on low importance. More than half of the respondents from each CA level marked high importance (low CA – 76.0%, moderate CA – 80.6%, high CA 75.5%). Students similarly think that grades are of generally high importance. Cross tabulation shows that responses are not different. Further, the chi-square test result which is not significant (Table 15) confirmed that students, either high or low in CA

consider grades to be of average to high importance. Therefore, hypothesis 3 is supported.

Hypothesis 4: predicted that the desire to acquire good grades may not necessarily lower CA level nor increase the use of communication motives. Students were asked how frequently they would communicate with instructors using all five motives if their intention was to acquire good grades. The frequencies that students chose from were always, usually, sometimes and rarely. There is a 52.2% of responses at sometimes, 19.8% at always, and 17.8 % at usually, and 9.9% of responses at rarely. The unidentified responses are .3%. Table 17 shows students' responses on communication frequency to acquire good grades.

Table 17: Frequency of Communication to Acquire Good Grades

	Frequency	Percent
Rarely	39	9.9
Sometimes	205	52.2
Usually	70	17.8
Always	78	19.8
Not identified	1	.3
Total	393	100.0

Chi-square tests were then conducted on communication frequency for grade desire. The value is not statistically significant ($\chi^2 = 6.709$, p > .05). Table 18 shows the chi-square test result on communication frequency for grade desire.

Table 18: Chi-square Test Result on Communication Frequency for Grade Desire

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.709(a)	6	.349
Likelihood Ratio	8.967	6	.175
Linear-by-Linear Association	1.491	1	.222
N of Valid Cases	392		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.59.

Students were asked to identify their frequency of communication if their intention was to acquire good grades. Sometimes was reported by 54% of low CA students as their frequency of communicating with instructors, always by 31% and usually by 15%. There were no responses at rarely. Sometimes was reported by 53% of moderate CA students as their frequency of communicating with instructors, always by 19%, usually by 18%, and rarely by 10%. Sometimes was reported by 47% of high CA students as their frequency of communicating with instructors, always by 20%, usually by 19% and rarely by 15%.

The order of responses (highest to lowest number) for the low CA group is sometimes-always-usually; while the order for the moderate CA group is sometimes-always-usually-rarely. The order of responses for the high CA group is sometimes-always-usually-rarely. Sometimes came out to be reported by all CA groups as their top frequency of communicating with instructors if their intention was to acquire good grades. These responses are shown on Table 19 which follows.

Table 19: CA Levels on Communication Frequency for Grade Intention

CA level	Rarely	Sometimes	Usually	Always	Total
low CA		54%	15%	31%	100%
		14	4	8	26
moderate CA	10%	53%	18%	19%	100%
	31	166	57	60	314
high CA	15%	47%	19%	19%	100%
	8	25	10	10	53
Total	10%	52%	18%	20%	100%
	39	205	71	78	393

Responses to communication frequency and usually used motive were tested by Chi-square. The value is significant ($\chi^2 = 28.141$, p < .005). These results are presented on Table 20 which follows.

Table 20: Chi-square Test of Communication Frequency and Usually Used Motive

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.141(a)	12	.005
Likelihood Ratio	29.609	12	.003
Linear-by-Linear Association	.054	1	.817
N of Valid Cases	385		

a. 7 cells (35.0%) have expected count less than 5. The minimum expected count is .49.

Students were asked to report their communication frequency for the motives they usually use to acquire good grades. The responses demonstrate how often are motives used and what are these motives used by students in their quest to earn good grades. The relational, functional and participation motives are the top three motives on the third level of frequency which is sometimes. The first level of frequency which is always has the highest number of responses on the relational motive (46.2%). The functional and participation motives both got 39.1% of responses on the second level of frequency which is usually.

Relational has the most responses from students as the motive they always use (46.2%), followed by functional and participation at usually. Excuse-making and sycophancy are motives with the least responses. The following data showed that among others, relational motive is used most often by students when they communicate with their instructors with the intention to acquire good grades. Table 21 shows the students' responses on their communication frequency for the motives they usually use for good grades.

Table 21: Frequency of Motives Used for Grade Intention

Communication Frequency	Usually Used Motive					Total
	R	F	P	E	S	
Rarely	17	9	7	4	1	38
	44.7%	23.7%	18.4%	10.5%	2.7%	100.0%
Sometimes	84	58	48	8	2	200
	42.0%	29.0%	24.0%	4.0%	1.0%	100.0%
Usually	12	27	27	1	2	69
	17.4%	39.1%	39.1%	1.4%	3%	100.0%
Always	36	24	14	4		78
	46.2%	30.8%	17.9%	5.1%		100.0%
Total	149	118	96	17	5	385
	38.7%	30.6%	24.9%	4.4%	1.4%	100.0%

Item 59 of the questionnaire asked students how frequently they would communicate with instructors using all motives if their intention was to acquire good grades (Table 17). The level of frequency with the highest response, presented on table 17 is sometimes (52.2%). Slightly more than half of low CA students reported they would communicate with instructors sometimes (54%; see Table 19). Sometimes' is the frequency with the highest responses from moderate CA students at 53%; and the same frequency, sometimes has the highest responses from high CA students at 47%. Chi-square value is significant (see Table 20). Hypothesis 4 is supported.

Summary of the Findings

The research questions were posed in such a way they would be closely related with the hypotheses. It can be expected then that the answers to the research questions would intertwine with the results of the hypothesis-testing. These answers

connectedly gain meaning from the output of the tests performed to find out what happened to each hypothesis. The research questions and the answers make sense as a result of being posed interdependently with the hypotheses that were advanced.

RQ1: What is the relationship between students' communication apprehension (CA) and motives for communicating with their instructors? The ANOVA test result was significant (see Table 7), and when Scheffe test was conducted it showed that high CA students have lower motives for communicating with instructors. In this post hoc test multiple comparisons on low against moderate and high CA, moderate against low and high CA, and high against low and moderate CA were made (see Table 8). The central idea is, when there is a high level of fear in communicating, motives for communicating with instructors go down. Affecting each other is the way a relationship is formed between communication apprehension and communication motives. Both ANOVA and Scheffe tests illustrated this idea. Therefore, there is a relationship between students' CA and their motives, and the findings show that this relationship is defined as a point that connects CA with motives. When CA is high, motives are low.

RQ2: Is there any difference in the use of motives between students high in CA and students low in CA? Cross tabulation was made on students' responses to the motive they usually use, their most important and least important motives. General similarity of use was detected through and through. Chi-square values showed no significant difference at all (see Tables 9, 11 & 13). Students, regardless of their CA levels have similar use of motives. Likewise, the order of their responses is also similar (see Tables 10, 12 & 14). Therefore, there is no difference in use of motives

among high, moderate or low CA students significant enough for this research question to be positively confirmed.

RQ3: How important are good grades to students high and low in CA? Students were given three choices of answers in the questionnaire when they were asked how important good grades are to them. These choices were degrees of importance: low, average and high. Responses were cross tabulated and it showed answers on either average or high importance. There was not a single response on low importance. All CA levels think that grades are of average to high importance (see Table 16). This third research question is answered by the findings that the degree of importance of good grades for students who are high, moderate and low CA, is from average to high, with a larger percentage of responses on high importance.

RQ4: Will the desire to acquire good grades decrease high CA level and / or increase communication motives? Four levels of frequencies were presented to the students as their choices to communicate for good grades. Majority of the students responded on the frequency sometimes. As far as all three CA classifications are concerned the highest percentage of responses on sometimes was consistent (see Table 19). If most responses were on always, it would have indicated that grade desire would decrease high CA level and increase communication motives. As such is not the case, the answer to the fourth research question is therefore no. Findings show that the desire to acquire good grades does not affect CA level and use of communication motives.

Concluding Remarks

The major activity of this chapter centers on presentation of support for the hypotheses and performing tests to see how these hypotheses would bear significance

to the study in its entirety. This chapter provided details of hypothesis-testing and how each hypothesis came to be supported, partially supported, and rejected.

The demographics lent its relevance to the statistical tests that followed which determined the fate of each hypothesis. The classification result of the communication apprehension levels of the respondents after they completed the PRCA 24 affected hypothesis 1. It was not originally anticipated that majority of the respondents would turn out to be moderate CA. To some obvious extent it altered the expected result of the ANOVA and Scheffe tests conducted.

The supposition that high CA students would differ from low CA students in the way they would use motives (hypothesis 2) was disproved. Test results showed a nearly downright contradiction as similarity in students' use of motives turned up instead, whether they had high or low fear of communicating. Chi-square tests gave no statistically significant difference in the respondents' use of motives.

The assumed degree of grade importance (average and high) to either high or low CA students was proven to be correct. All respondents assigned to their classified level of communication apprehension reported average to high degree of importance on good grades. Test results provided support to this third hypothesis.

The process of testing the fourth hypothesis was to ask students their frequency of communicating with instructors using all five motives if their intention was to acquire good grades. It was hypothesized that the desire to acquire good grades may not necessarily lower CA levels nor increase the use of communication motives. The frequency reported by most respondents was sometimes, and these respondents were the moderate CA students, once more the largest group among the three CA classifications. Respondents generally had clung to the frequency

sometimes in their communication with instructors. As this frequency does not indicate signs of high CA levels going down, nor communication motives going up, test results showed statistical significance, thus giving support to the last hypothesis.

Answers to the research questions were directly derived from the test results of the hypotheses. The relationship between students' CA and motives lies in the levels. When CA level is high, less motives are involved in communicating with instructors, and vice versa (RQ1). Students, regardless of CA levels responded almost uniformly when asked about their use of motives. There was no significant difference among high, moderate and low CA students in their use of motives (RQ2). Good grades were reported as of average to high importance (RQ3), and the desire to acquire good grades appeared to have nothing to do with high or moderate CA levels, nor with communication motives (RQ4).

These questions were posed and answered in a manner that linked closely with the hypotheses. Thus, both sets of research questions and hypotheses respectively reflected each other's answers and findings.

CHAPTER 5

DISCUSSION AND CONCLUSION

Chapter Overview

This chapter presents discussion of the findings. As arranged in the preceding chapter, the hypotheses are directly linked with the research questions. Findings from both sets of hypotheses and research questions are addressed consistently side by side in this chapter. The limitation of the study is pointed out and recommendations for future research are provided. The final part of this chapter concludes the whole study.

The Findings

H1: Students high in CA will be lower in their motives for communicating with instructors than students low in CA.

RQ1: What is the relationship between students' communication apprehension and their motives for communicating with instructors?

Apart from the finding in this study that there are more average than low and high CA students, results of the tests that were conducted supported this hypothesis as they are shown on table 7. When students have a high level of fear in communicating, unpleasant results happen. Students in school experiencing fear of communicating would know the answer to a question but would be too afraid to answer. They would not talk to someone new, could not hold eye contact and are afraid to voice their opinion. Worse, some are too passive to fend off people who verbally trample over them (Uebergang, 2006). When students are passive in communicating, with the fear already there, it lessens their chances to find reasons to talk with their teachers. Fear cripples them into refusing to communicate. If their refusal to communicate due to

fear is high, students will have lower motives to talk with their instructors. Fear could result in avoidance of its cause. Students afraid to communicate avoid motives because motives are usually the basis of their communication with teachers.

Communicating is known to be a social activity. The fear of communicating could be initially described as a social phobia. Psychology Today quotes psychologist Wolfe's insistence that social phobia is "one of the worst neglected disorders of our time." (p. 1). They stressed that people afflicted by social phobia harbor an irrational fear of being carefully monitored or criticized by others all the time. As a result, these shymeisters will go to great lengths to avoid social interactions (Disorder of the decade, 2004). As interactions are expected in classes, students with high CA have the tendency to avoid communication with instructors, therefore their motives are lower than those less afraid to talk.

Wood (2004) built on Buber's poetic description to define interpersonal communication as a selective, systemic, unique and ongoing process of transaction between people who reflect and build personal knowledge of one another and create shared meanings. 'Systemic' means that interpersonal communication occurs within different systems. Drawing from this element of the definition, student-teacher interaction can be defined as interpersonal communication since the bulk of their communication usually, if not always, happens in the school which is an academic system. Rubin, Perse and Barbato (2006) ascertained motives that individuals have for interpersonal communication. Results of their study on conceptualization and measurement of interpersonal communication motives indicated that low CAs communicate with more motives than high CAs. It was only one motive for high CAs against five motives for low CAs. This finding relates with the result of this study

that high CA students are lower in their motives than low CA students. Even the
moderate CA students, the largest group among three CA classifications, have lower
motives too. This test finding only deviates a little when the moderate CA group was
compared with the high CA group. There was no significant difference between these
two groups when compared with the low CA group which was why it was only
partially supported. But given the fact that the ANOVA test result came out
statistically significant (see Table 7), which is a test conducted according to the actual
specifications (low and high CA) of the hypothesis, the relationship between SIIBT
students' communication apprehension and their motives for communicating with
instructors does exist, and this relationship lies in a long-held reality that human
beings have needs. Brady (2001) suggested the central idea of interpersonal
communication research sources that needs are a part of the communication process.
Whether needs are great or small, they produce motives to achieve a particular goal.

This study found that students with high CA have lower motives in
communicating with instructors. The relationship between CA and motives is
portrayed this way because of the level of apprehension which affects the involvement
of motives when students talk with their teachers. And in spite of CA levels,
communication is still present between students and teachers because the two
variables (CA and motives) are related. Therefore a relationship exists. There are
twin pairs of points from which this relationship seesaws up and down. The first pair
of points is the one in which the first hypothesis is all about – high CA: low motives.
While the other pair of points is when CA is low, motives are high. The statement
explains itself. The relationship between students' CA and their motives, which this
study is mainly concerned about, moves between these two pairs of points. When CA

is high motives are low; and when CA is low, motives are high. The relationship between CA and motives takes the form of a psychological seesaw. Following is a graphic representation of this concept.

Figure 2: The CA - Motives Seesaw
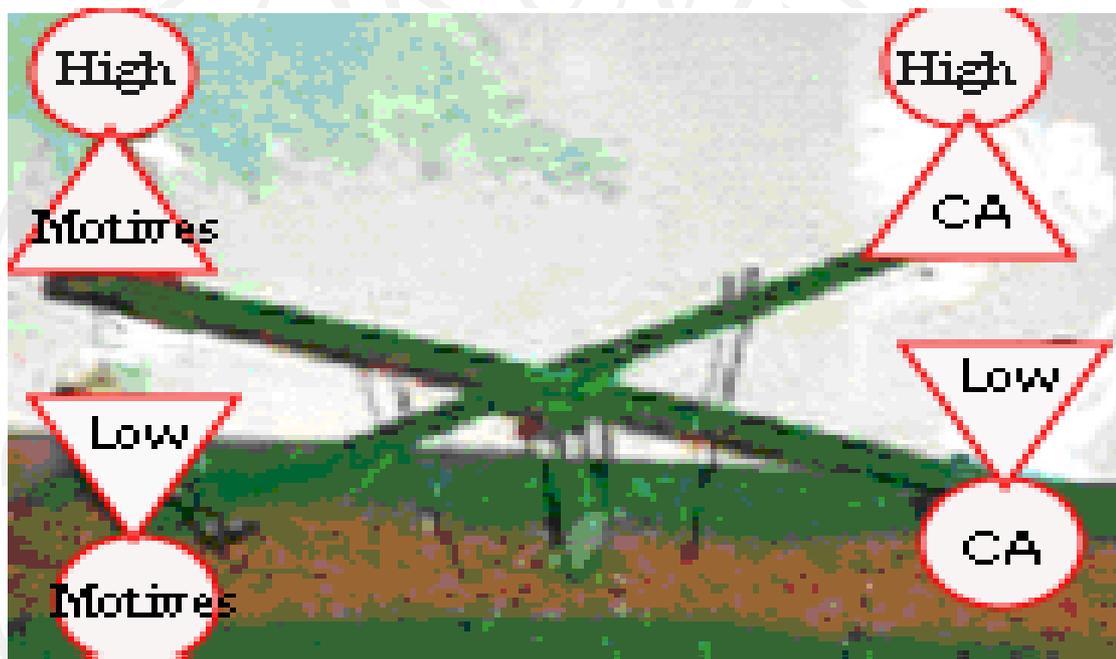
H2: Students low in CA may use motives differently from students high in CA.

RQ2: Is there any difference in the use of motives between students high in CA and students low in CA?

The general proposition in this context is that people are different. There are individual differences. These differences are as varied as the vegetation of the earth. For example, different thinking, different choices. A very visible difference between

humans is gender. Males and females behave and think differently. There is an

endless supply of studies on the differences between males and females.

Biologically, the brain has two hemispheres, the left and right. Studies show

that these two hemispheres contribute differently to the perception of information

processing. Research has demonstrated some differences between men and women in

information - processing behaviors (Pearson, Turner & Mancillas, 1991). They

interpret information differently and therefore communicate differently.   Since they

process information differently they also use communication motives differently.

Differences in classroom communication apprehension between males and

females were explored. Females were found to be more apprehensive than males, and

that females were more apprehensive in class participation than males. Age was also

a determining difference factor in classroom CA. Results of the post hoc tests

indicated that older students (30-66 years) are significantly less apprehensive than

younger students (Jaasma, 1997).

There are more females (64.4%) than males (34.6%) in this study (Table 3).

There are also more young respondents (85.8%) than old respondents (13.5% - Table 4).

These demographics help demonstrate the finding that not all respondents use motives

absolutely the same. There were a few differences despite dominant similarities in use

of communication motives; and why there are more high and moderate CAs than low

CAs (367 against only 26 – Table 6). This finding jibes with the findings of Jaasma's

study.

Cognition, culture, education and emotion are some broad factors that affect

students' CA and the way they communicate and use communication motives. That is

why some students communicate for functional, relational or participation motives

more than sycophancy or excuse-making motives. Culture includes family upbringing. Barbato, Graham and Perse (2003) reported that family communication climate (FCC) has a role in a child's communication choices. They also explored the influence of parents and children's perceptions of FCC on the children's motives for communicating with others. Results show that conversation-oriented families communicate for relational-oriented motives. Children's experience on family conversation influences their motives for talking with others.

Anderson and Martin (1995) investigated differences of interpersonal motives between competent and non-competent communicators. Competent communicators communicate for affection, pleasure, and inclusion while non-competent communicators communicate for control and escape needs. Schmidt (2003) suggested that communication competence is closely related with low CA.

Affection, pleasure and inclusion are semantically similar with relational and participation motives. Likewise in this study, the low CAs reported relational and participation motives as their usually used and most important motives. But the results do not end here because functional was also reported by moderate and high CA students as their usually used and most important motives (see Tables 10 and 12). The same order, the sycophancy and excuse-making were reported as their least important motives. Looking closely into the way SIIBT students reported motives they use in communicating with their instructors similarities are evident. This is where test results came out to be not statistically significant. The similarities on succession of reported motives are quite amazing.

It is easy to see why the relational motive was reported to be one of the students' usually used and most important motives. Culture influences, if not dictates.

This is Thailand, a relationship-conscious society. And since relations beget participation, it explains why the participation motive is also among motives which was usually used and reported to be among the most important. Originally in this study, it was expected that high CA students would not usually use, nor report functional as their most important motive. It was due to observations that cognitively complex individuals are usually less apprehensive to communicate. Burleson and Caplan (1998) reported that cognitive complexity is associated with highly positive communication skills. Functional is a motive thought to be the domain of intelligent or cognitively complex individuals. However, this study showed high CAs (associated with less cognitive complexity) to be using the functional motive as well as the moderate and low CAs. It could be due to observed communication-related classroom culture going on at SIIBT. In some instances, copying answers looks so natural to the point that it has become akin to a children's activity game called "Follow the leader." A student who knows produces the answer and everyone in class copies it. Could they have done a similar thing when they wrote answers to the usually used and most important motives? This question is merely a statement of probability or a lack of optimism on the students' cognitive abilities. But then of course they could have given justice to the high grades that were awarded to them by their teachers, and shown that they know what they are studying in class, thus reporting on the functional motive as well. The same reason could be reflective on excuse-making and sycophancy as their least important motives. If they knew well enough, they would also be capable of choosing the best motives and maneuvering their attention away from motives that they do not really need granting their brains are worthy of the high grades accorded to them by their instructors. High, moderate and

low CAs use motives similarly. There is no significant difference among these three CA classifications in their use of motives.

H3: Students either high or low in CA will consider good grades to be of average to high importance.

RQ3: How important are good grades to students high and low in CA?

SIIBT students were asked how important good grades are to them. There were three levels of importance presented to students: low, average and high. Answers came out easily. This result indicated common knowledge of students that good grades are important. Except probably for morons, normal students, regardless of how high or how low their CA is, think and appear to be steadfast in their belief that good grades are important (Table 16).

The importance of good grades is apparent in university admissions and job hiring. Students who earn good grades show admission committees or employers that they know what it takes to succeed in school. Improved grades are evidence of a maturing, young person who knows how to assume academic responsibilities (Brody, n.d.). This is speaking for students whose reported grade importance is high (low CA – 76%, moderated CA – 80.6%, high CA – 79.6%). School emphasis on good grades may have also influenced these students to report high importance on grades. High grades are a big issue at SIIBT. As mentioned earlier in this study, there is pressure on teachers to augment students' grades. But this trend is not exclusive to SIIBT. Other schools may also emphasize good grades, as in findings of allied studies undertaken by scholars at Claremont Graduate, Stanford and Harvard Universities. They investigate how individuals are able to carry out good work in their chosen professions by looking into, among others, student performance while in school with

strong emphasis on earning good grades (Csikszentmihalyi, Damon & Gardner, 2005).

Students whose reported grade importance is average (low CA – 24%, moderate CA – 19.4%, high CA – 24.5%) are the ones who may be aware that while grades that are not very good will not doom them to joblessness, they have explaining to do when they apply for university or for a job (Feld, 2007). Nevertheless, as there is no report at all of good grades on low importance, students must be aware that good grades affect them positively.

Parents encourage students to have good grades. No parents in their right minds are happy to see their children get bad or low grades. Parents are naturally proud if their children get good grades. The attitude is similar for teachers. It has been noted that teachers agree that grades are a reflection of how well students know and how good the contents are in their heads (Grading practices, 2001). Everyone involved in the process of acquiring grades, from students and teachers to parents, university admission authorities and employers later, share a similar perception that grades are important. Results reflect these suggested factors why students think that grades are important, and their reported levels of importance are average and high with 79.6% of them from all three CA levels reporting on high importance, and totally none on low importance.

H4: The desire to acquire good grades may not necessarily lower CA level, nor increase the use of communication motives.

RQ4: Will the desire to acquire good grades decrease CA level and / or increase use of communication motives?

Test results gave a clear picture of what students think about the importance of grades, all CA levels considered. Questionnaire items for the grade factor veered the students into their communication with instructors to explore how their desire to acquire good grades would affect their communication apprehension levels. The result does not appear to be of much help to their CA levels. Students had to report their communication with instructors if their intention was to acquire good grades on either of four frequencies provided to them: always, usually, sometimes, and rarely.

Sometimes is the frequency with the highest responses from all three CA classifications (see Table 19). If the numerical equivalent of the frequency sometimes was to be equated at around thirty or twenty, it would be closer to ten (rarely) than it was closer to one hundred (always). This result does not indicate that CA levels will decrease, nor will communication motives increase.

In speaking situations, communication apprehensive individuals are overwhelmed with attacks of shyness and anxiety that they have high tendencies to avoid speaking (Richmond & McCroskey, 1997). This could explain why a little more than half the number of respondents in this study reported sometimes. This frequency suggests avoidance. Students still are not communicating with instructors more frequently even if their intention was to acquire good grades, despite their previous report on average to high importance of grades.

This finding also suggests that a thing as important as grades could not or simply does not lower high CA level nor increase motives. There seems to be no factor that could have a quick impact on CA. Fear of speaking in public does not suddenly lower when a person afraid to speak is put on a stage in a full-packed

auditorium. So is high CA. High CA level does not lower, nor do motives increase just because students desire good grades.

No student from the low CA group reported 'rarely' as their communication frequency for grade intention. This finding is normal as they are not highly apprehensive, and have no problem communicating with instructors compared to 10% of moderate and 15% of high CAs who reported at rarely. Frequencies usually and always were reported by the rest of all CA levels after the majority reported on sometimes. There were 54% of low CA, 53% of moderate CA, and 47% of high CA who reported 'sometimes' as their communication frequency (Table 19). This finding suggests mediocrity of effort to communicate. The issue of mediocrity among students was compared with the bell curve (Koukl, 1993). In an analogous sense, students who reported rarely as their communication frequency and who are most probably high CA, are on one end of the curve. Those who reported always as their communication frequency and are most probably low CA are on the other end of the curve. They both represent the minority. In the middle of the curve are the average students, who are the majority, and are most probably moderate CA, and they are the ones who reported sometimes as their communication frequency. The following figure illustrates this idea.

Figure 3: CA Levels and Communication Frequency Bell Curve Illustration

High CA	Moderate CA	Low CA
Rarely	Sometimes	Always
Minority	Majority	Minority
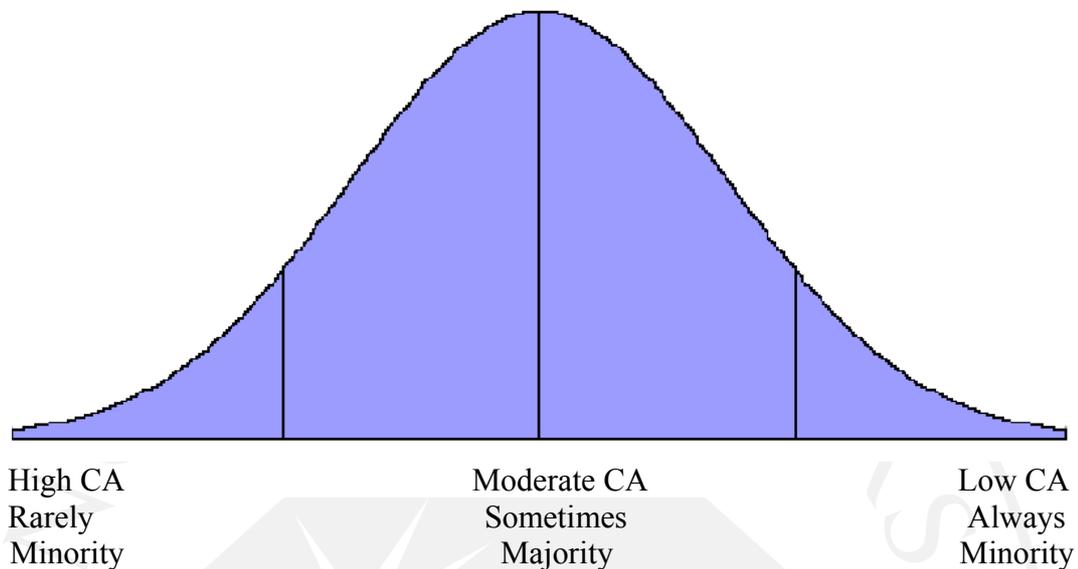
It is not bad considering that most people by definition are average, and average people think, feel and behave on mediocre levels. It is interesting to note though that besides the result that majority of the respondents are average in their communication frequency for grade intention 'relational' is still the most frequently used motive by students from all CA levels. It is followed by functional, participation, excuse-making and sycophancy (Table 21). This order of motives for grade intention appears to be consistently similar with the order that students reported as their usually used, most and least import motives from results of hypothesis 2. Findings for hypothesis 4 show that grades do not have an impact on CA levels and communication motives. Despite report of students that grades are of average to high importance (hypothesis 3), the desire to acquire good grades does not affect CA in terms of lowering fear levels and as a consequence, increasing motives. No matter how high or how low CA levels are, students appear to communicate mainly for relational motives with their intention to

acquire good grades. An encouraging finding from this test is that the functional

motive comes in next to relational. It suggests brains working among students.

CA levels may not go down but the motives that students use are very positive.

<u>Limitation of the Study</u>

A couple of factors determined the limitation of this study. One is on the

translation of the instruments from English to Thai. While the teacher who translated

the questionnaires were qualified and equipped with experience in translating, it is the

students' comprehension that might have set some limit to the study. There was no

perfect way to be certain that students understood the entire content of the

questionnaire, especially semantics. For example, in the part where students had to

report their most and least important motives, and the motives that they most often use,

they could easily pick any motive they like or thought they like. But the question is can

they really perform those motives in terms of communicating them to their instructors?

When these motives were explained to the students in the questionnaire, it somehow

gave the impression that students were simply asked to pick what motives stroke their

fancy. The explanation might have glamorized the motives, and overshadowed the

presence of their CA levels, i.e. "functional motive could portray me as intelligent, I

should report it," or "participation motive means "I could be popular among my

classmates and teachers, I should report it too." The top three motives that emerged in

this study were not just supposed to be reported as the ones students most often use or

are their most important motives without bearing in mind how could they have

demonstrated these motives quite convincingly in the face of communication

apprehension. Language barrier has limited the study in this respect.

The other factor is that teachers administered the questionnaires. Respondents who answered the questionnaires studied under these teachers in one or two subjects at SIIBT. Although it was announced that the questionnaire does not concern just the teacher administering the questionnaires, but concerns all other teachers they have studied under, the fact that teachers are authority figures supervising them could have caused reservation among students when they wrote their answers. This image could have led the students into thinking that their answers would affect their grades or relationship with their teacher so they tried to give 'positive' answers, reported the 'good' motives, and in the process forgot about their communication apprehension. It might have been better if the non-teaching staff administered the questionnaires so students could have completed them without reservation on their feedback. The power image of the teachers might have limited students' potential to answer the questionnaires freely.

<u>Recommendations for Future Research</u>

A striking feature of this study is the outcome of assigning the respondents to their CA classification levels. It turned out that the majority of these respondents were moderate CAs, not low or high CAs. Owing to this finding, this study recommends further research on moderate CAs. A qualitative approach to future research on moderate CAs may be in order to see how possible results would come out in contrast to results of a quantitative treatment done in this study. Moderate CAs have several similarities with middle children or a condition named by some psychologists as the middle child syndrome. DeBroff (2006) described middle children as the often neglected ones in the family, and stressed that "middle child syndrome is very real." Middle children usually get less attention as parents tend to

relax with parenting after the oldest child is born, and with the youngest child parents tend to be more easy-going, less demanding and more tolerant. Middle children often feel they are ignored, left out and sometimes have to fight to be noticed. They also feel neither here nor there (What is the middle child syndrome?, 2002). Parenting Channels (2007) observed that in middle children's view, it is either their older or younger sibling who holds a more definite role in the family. The same condition is true with this study. The main targets of investigation are the low and high CAs. This was specified in the scope of this study. However, the group of moderate CAs emerged too large to be untreated so they were certainly included in the analysis and in fact they affected the expected results of the hypotheses and portrayal of the findings. Research on how moderate CAs would fare with communication motives and other school-related communication activities is recommended.

Assumptions of selected theories were used to help explain the process in which the hypotheses of this study were formed. A few explanations originating from the field of psychology were also cited to support the concept of motives, which is associated with motivation. Motivation theory has assumptions that branch out to intrinsic motivation, a concept found by educational psychologists in their studies to be associated with high educational achievement by students. Explanations of intrinsic motivation are mostly combined with elements of attribution theory, (Motivation, 2007) a supporting theory of this study. Testing the assumption of motivation theory on intrinsic motivation of students in relation with their use of communication motives is recommended.

This study measured students' generalized trait CA by using James McCroskey's PRCA 24 instrument. CA levels were investigated in relation with

students' communication motives which were measured using Martin, Myers and Mottet's CMS 30 or Classroom Motives Scale. A slightly different but related instrument is recommended for future research on student-teacher interaction. The importance of communication between students and teachers has been stressed by communication scholars and educational psychologists. Student-instructor CA has been previously examined.

Students' self report of frequency of communication with instructors, their satisfaction with their educational experience and their apprehension to communicate with their instructors were studied. The development of SICA or student-instructor communication apprehension was involved in the study, and was defined as an individual's level of fear or anxiety associated with either real or anticipated communication with instructors. The main ideas of SICA were derived from McCroskey's PRCA 24, and Martin, Mottet and Myer's Student Motivation to Communicate with Instructors scale or SMCI. When developed SICA has eleven items which are loaded by descriptive indicators of a measure that looks exclusively into student-instructor communication apprehension. It was reported that the SICA had an overall mean of 32.3059, standard deviation = 8.222, and a standardized item alpha of .8912 (Jordan & Powers, 1995). Interaction between students and teachers may be enhanced by a study using the SICA. Future research on student-teacher interaction is recommended as it might pave the way to interesting finds that would further improve interpersonal communication in the Thai academic systems.

Conclusion

This study investigated the relationship between students' communication apprehension (CA) and their motives for communicating with instructors. In Thailand

there are few studies conducted on communication apprehension, and it is perhaps less studied than other constructs in the communication field. The literature review of this study cited what published research on communication apprehension of Thais was available. Findings of these CA studies usually reported Thai subjects to be high in CA compared to their western counterparts. Culture-based emphasis on promoting social harmony and preserving relationships was often cited as the reason why Thais avoid confrontations or any situation that would destroy relationships and consequently were found to be more apprehensive to speak out. Repeated similarity of findings seems to have given rise to the impression that Thais are usually afraid to communicate even among themselves. The researcher begged to differ, and went on to find out whether her initial observation that Thais, particularly the youth are not actually all high CAs in a school setting, was true or not. CA levels of Thai students at SIIBT were explored. Test results found that 79.9% of respondents were moderate CAs. High CAs constituted only 13.5% and low CAs - 6.6% of the study population. This finding strengthened the initial observation.

Student motives for communicating with their instructors in relation to CA were the other main variables of this study. Motives were measured using a scale which was kindly lent to the researcher by the authors to be tested on Asian subjects. True to culture, results showed relational as a significant motive among the respondents. The functional and participation, in addition to the relational, were reported as the students' most often used and most important motives when they communicate with their instructors. Excuse-making and sycophancy were always the least important motives. It is an encouraging sign. Thai students have proven

themselves no-nonsense and capable of deciding which motives are positive and which are not.

The grade factor, also explored in this study, was found to have no impact on CA levels and communication motives. High CA does not lower and communication motives are not increased by the desire to acquire good grades. The main focus of this study is the relationship between students' CA and their motives for communicating with instructors. This relationship was established on the increase and decrease of levels and frequency of either two main variables. If CA is high, motives are low, and vice versa forming a psychological seesaw.

Results of this study had shown the existence of CA among Thai students to be not as serious as it was thought to be considering there have been other studies that showed Thais to be highly apprehensive. The frequent use of relational motive has reinforced Thai culture. Thai students indicated maturity as well in their choice of participation and functional motives and almost zero report of use of excuse-making and sycophancy motives. With the objectives met, this study had hopefully added more insight on CA among Thais in the school setting and in some measure, presented a cue for Thai student-instructor interaction research to be steered into horizons that are adaptive to the changes and challenges of the 21st century.

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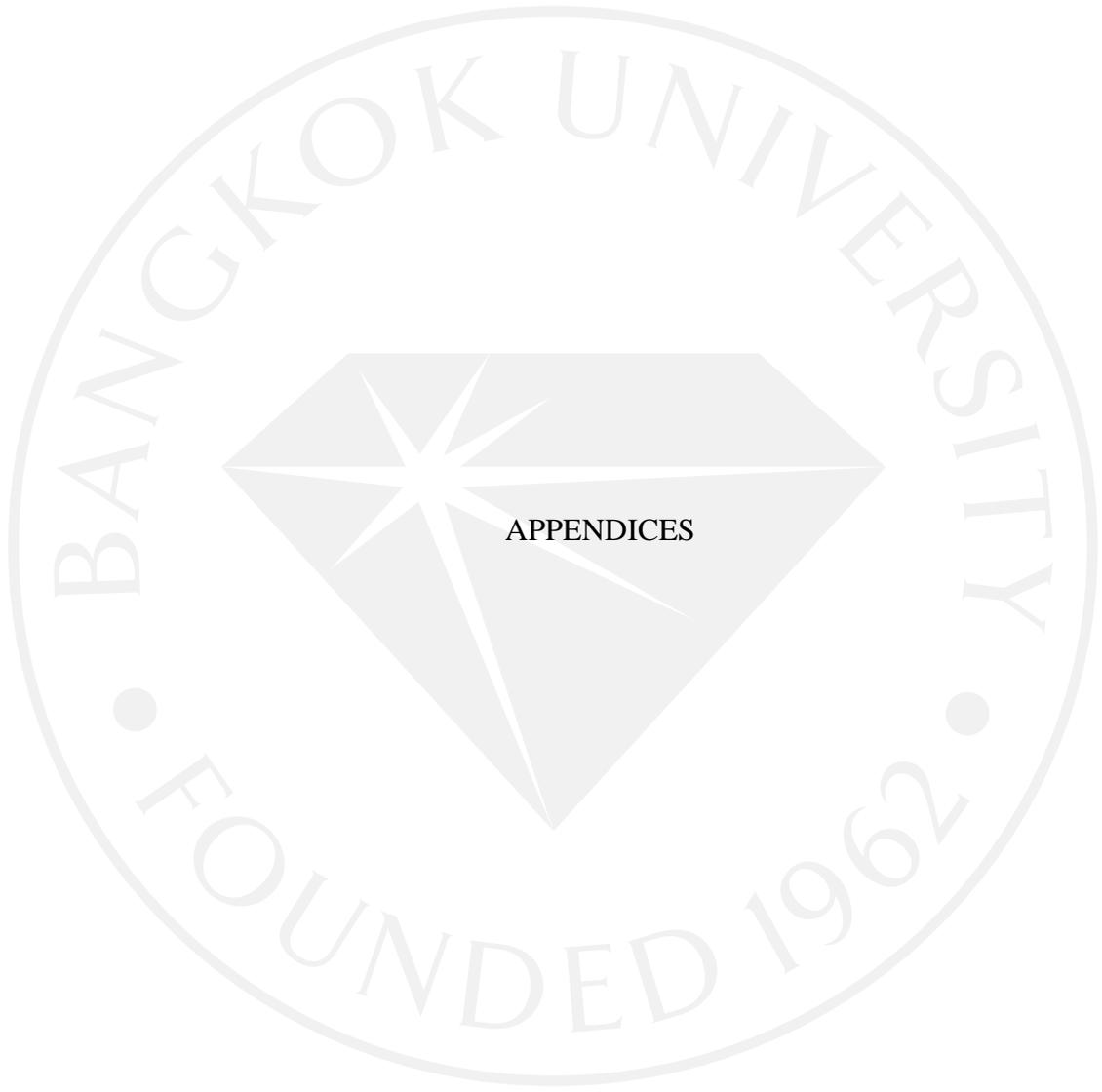
APPENDICES

APPENDIX A

PERSONAL REPORT OF COMMUNICATION APPREHENSION (PRCA 24)

This instrument is composed of 24 statements concerning your feelings about communicating with people. Please indicate on the space provided the degree to which each statement applies to you by marking whether you: (use the corresponding number)

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

1)_____ I dislike participating in group discussions.

2) _____ Generally, I am comfortable with participating in a group discussion.

3) _____ I am tense and nervous while participating in group discussions.

4) _____ I like to get involved in group discussions.

5) _____ Engaging in a group discussion with new people makes me tense and nervous.

6) _____ I am calm and relaxed while participating in group discussions.

7) _____ Generally, I am nervous when I have to participate in a meeting.

8) _____ Usually I am calm and relaxed while participating in meetings.

9) _____ I am very calm and relaxed when I am called upon to express and opinion at a meeting.

10) ____ I am afraid to express myself at meetings.

11) ____ Communicating at meetings usually makes me uncomfortable.

12) ____ I am very relaxed when answering questions at a meeting.

APPENDIX A (Continued)

PERSONAL REPORT OF COMMUNICATION APPREHENSION (PRCA 24)

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

13. _____ While participating in a conversation with a new acquaintance, I feel very

      nervous.

14. _____ I have no fear of speaking up in conversations.

15. _____ Ordinarily I am tense and nervous in conversations.

16. _____ Ordinarily I am very calm and relaxed in conversations.

17. _____ While conversing with a new acquaintance, I am very calm and relaxed.

18. _____ I'm afraid to speak up in conversations.

19. _____ I have no fear of giving a speech.

20. _____ Certain parts of my body feel very tense and rigid while giving a speech.

21. _____ I feel relaxed while giving a speech.

22. _____ My thoughts become confused and jumbles while giving a speech.

23. _____ I face the prospect of giving a speech with confidence.

24. _____ While giving a speech I get so nervous, I forger facts I really know.

APPENDIX B

COMMUNICATION MOTIVES SCALE (CMS 30)

Below are reasons students give for why they talk to their instructors. For each statement, please write the appropriate number that expresses your reasons for talking to your instructors on the space provided.

Exactly like me	A lot like me	Somewhat like me	Not much like me	Not at all like me
5	4	3	2	1

I talk to my instructor:

1) _____ to learn about him/her personally

2) _____ so we can develop a friendship

3) _____ to build a personal relationship

4) _____ to learn more about the teacher personally

5) _____ because I find the instructor interesting

6) _____ because we share common interests

7) _____ to clarify the material

8) _____ to get assistance on assignments / exams

9) _____ to learn how I can improve in the class

10) _____ to ask questions about the material

APPENDIX B (Continued)

COMMUNICATION MOTIVES SCALE (CMS 30)

Exactly like me 5	A lot like me 4	Somewhat like me 3	Not much like me 2	Not at all like me 1

11) _____ to get academic advice

12) _____ to get more information on the requirements of the course.

13) _____ to explain why my work is late

14) _____ to explain my absences

15) _____ to explain why I do not have my work done

16) _____ to challenge a grade I received

17) _____ to explain why my work does not meet the instructor's expectations

18) _____ to explain the quality of my work

19) _____ to appear involved in class

20) _____ to demonstrate I understand the material

21) _____ to demonstrate my intelligence

22) _____ because my input is vital for class discussion

23) _____ because my classmates value my contribution to class discussion

24) _____ because my instructor values class participation

25) _____ to pretend I'm interested in the course

26) _____ to give the instructor the impression that I like him / her

APPENDIX B (Continued)

COMMUNICATION MOTIVES SCALE (CMS 30)

Exactly like me	A lot like me	Somewhat like me	Not much like me	Not at all like me
5	4	3	2	1

27) _____ to give the impression that I think the instructor is an effective teacher

28) _____ to give the impression that I'm learning a lot from the instructor

29) _____ to give the impression that I'm interested in the course content

30) _____ to get special permission / privilege not granted to all students
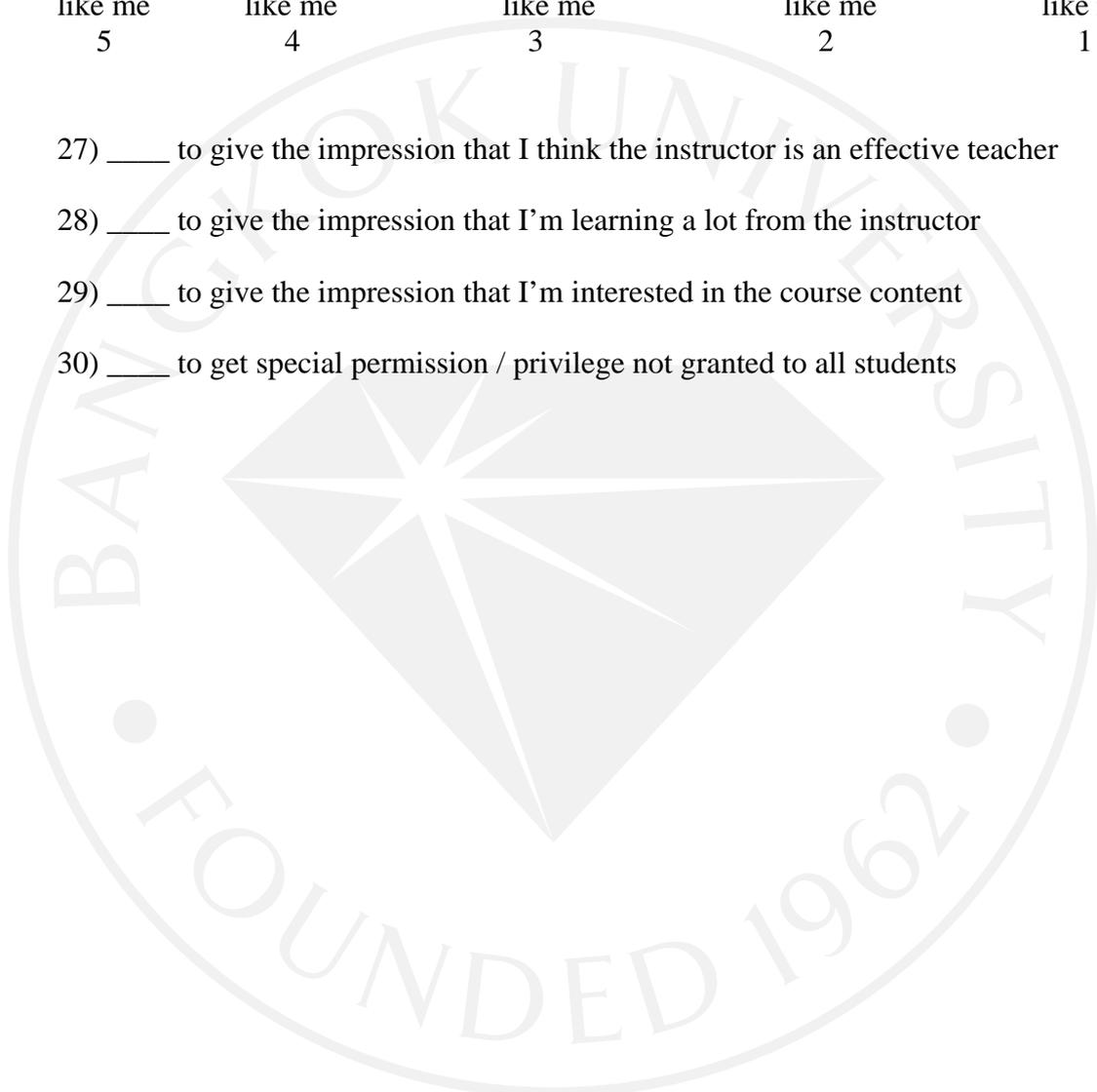
APPENDIX C

QUESTIONNAIRE

Instructions: Please indicate your answer by writing it on, or by checking the appropriate blank.

_____ VCT	_____Full-time	Age _____
_____ DBA	_____Part-time, ST/WT	Male _____
_____ SBA	GPA _____	Female _____

Please read the information below and continue answering the questions.

1) **Relational** – is the term for the reasons you talk with your instructor to maintain or enhance personal relationship with him / her;

2) **Functional –** is the term for the reasons you talk with your instructor to demonstrate what you learned in class;

3) **Participation –** is the term for the reasons you talk with your instructor to show you are interested in the class;

4) **Excuse-making –** is the term for the reasons you talk with your instructor to explain why you were absent or late, or do not have class requirements;

5) **Sycophancy –** is the term for the reasons you talk with your instructor to make a good impression or pretend you like him/her or that he/she is good

Which motive do you usually use? _____

Which motive is most important to you? _____

Which motive is least important to you? _____

How important are **good grades** to you? Below are three levels of importance. Check the space (just one) for your answer.

       _____ High   _____ Average   _____ Low

How frequently will you communicate with your instructor using all five motives if you want to have good grades? Check the space (just one) for your answer.

     _____Always   _____Usually   _____Sometimes   _____Rarely

APPENDIX D

STUDENT-INSTRUCTOR COMMUNICATION APPREHENSION ITEMS (SICA)

1) I am hesitant to ask questions in class.

2) I don't hesitate to meet with my instructors outside of class.

3) I am reluctant to talk about my plans with my instructor.

4) I become nervous when talking with my instructor about my schedule.

5) I feel I must guard my opinions when I am around most instructors.

6) I avoid discussing controversial topics with my instructors.

7) I find that I am very reluctant to seek out counseling with my instructors.

8) I am comfortable in developing in-depth conversation with my instructors.

9) I am hesitant to develop a deep conversation with my instructors.

10) I am hesitant to develop casual conversation with my instructors.

11) I feel I am an open communicator with my instructors.

Source: Adapted from Jordan, W.J. & Powers, W.G. (1995). Development of a measure of student apprehension toward communicating with instructors. Human Communication, 10, 20-32.