COMMUNICATION APPREHENSION IN THE WORK PLACE AND ITS EFFECTS ON EMPLOYEE JOB SATISFACTION: A CASE STUDY OF GLOBAL FAMILY RESCUE (GFR) UGANDA

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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I hereby declare that this work entitled "*Communication Apprehension in the work place and its effects on Employee Job Satisfaction: A Case Study of Global Family Rescue (GFR) Uganda"* is a result of my own effort and has never been submitted for any award in any other University or Institution of higher learning. Mistakes in this work are entirely mine.

Signature: ..... Date: 5TH OCT, 2009

FIDEL PETER

APPROVAL

This work titled *"Communication Apprehension in the work place and its effects on Employee Job Satisfaction: A Case Study of Global Family Rescue (GFR) Uganda"* has been done under my supervision as the candidate's University Supervisor and has submitted with my approval for examination.

Signature: ..... Date: 5th Oct, 2009

DR. ONGORA JEROME

DEDICATION

I dedicate this work to my Sponsor Mr. R. Moshy, my uncle Philip, my mother Elizabeth Shayo, brothers and sisters, Grant, MariaJoan, Lincoln, Raoul, Alice, Alex, Nobel, Solomon, friends, Godbless, Kevin, James, Barakaeli, Gideon, Frank, Goodluck, Moses, Justine, Joshua, Valence, Abraham, Brian, Zainab, Edith, Nana, Sophia, Edna, Happy, Esupat, Brenda, Kathambi and Tiffany for having given me material and moral support to complete my study.

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LIST OF ACRONYMS

CA	Communication Apprehension
CVI	Content Validity Index
CVR	Content Validity Ratio
GFR	Global Family Rescue
KIU	Kampala International University
NGOs'	Non Government Organizations'
OCA	Oral Communication Apprehension
P	Page
PhD	Doctor of Philosophy
PRCA	Personal Report of Communication Apprehension
RA	Receiver Apprehension
SPSS	Statistical Package for Social Sciences
WA	Writing Apprehension
WAS	Writing Apprehension Scale

ABSTRACT

This report is a result of the study conducted at Global Family Rescue-Uganda with intention of investigating how communication apprehension affects employees in this organization and how it relates to their level of job satisfaction. The objectives of this study were to identify the types of communication apprehension facing employees of Global Family Rescue; find out causes of communication apprehension in GFR and investigate effects of communication apprehension on job satisfaction of Global Family Rescue employees. In order to achieve these objectives and answer research questions, an explanatory research design was used and the study was conducted through a case study. Semi-structured questionnaire was applied when survey were completed and returned, data was entered into SPSS for analysis, several tests were run on the data, and significant findings were presented.

Writing apprehension was observed to be the main type of communication apprehension affecting GFR employees. While in context based CA, GFR employees proved to be more apprehensive in group discussions and meetings rather than in conversation and public speaking, on the side of audience based CA, GFR employees are more apprehensive when communicating with strangers than when communicating with friends or acquaintances.

It was revealed that communication apprehension among GFR employees is mainly caused by the relationship between managers and subordinates as argued by almost three quarter of respondents. This is sometimes due to unclear expectations from supervisors to subordinates. Another fact that causes communication apprehension is the employees' level of communication skills.

Finally, it was discovered that communication apprehension affects employees' job satisfaction in one way or another. Employees with high level of communication

apprehension prefer jobs with as little communication as possible, and they are not generally as dominant as those with a low level of communication apprehension. In addition, they are unlikely to volunteer for team projects, rather preferring to work alone, and tend to interact less frequently with small groups, and when they do interact, their quality of contribution is usually far less extensive than that of their peers who do not suffer from high communication apprehension.

It was recommended that GFR management should have internal training and development department dedicated to the advancement of its employees as far as communication is concerned. This will help employees to overcome fear of communication.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter draws attention to the general background of the study, the existing problem to be solved, the purpose of the study, the objectives to be achieved at the end of the study, research questions to be answered, the scope of the study; and the significance of the study.

1.2 Background of the study

It is not a common occurrence for people, fearing various forms of communication and communication media, to try to avoid it altogether. Communication apprehension is far more than the first stage fright frequently found in speech, classrooms, school assemblies, and drama productions (Ayres, Hopf, & Will, 2000). It is a pattern of anxiety, established often in the elementary grades, which can profoundly affect much or all of a student's oral communication, social skills, and self-esteem. Historically, communication apprehension was all along defined as anxiety experienced by only students in classrooms (Amber, 2005). Communication apprehension can be experienced by employees at workplaces.

In today's business and environment, people at all levels in all types of companies have to communicate with others and are called upon to make formal, informal and impromptu presentations. Both personal and professional successes are dependent upon effective communications. Penrose, Raspberry, and Myers (McNeal, 2007) refers to such fears of communication as communication apprehension.

Communication apprehension is not the only factor that affects individual's decision to communicate. It does, however, play a significant role. Communication apprehension theory posits that high-apprehensive individuals are less likely to engage in communication than low-apprehensive individuals. According to Scott and Timmerman (Amber, 2005,p.3) in an organizational context, high-apprehensive communicators are less likely to be hired or promoted, and also have a lower earning potential. Richmond and Roach (Amber, 2005)noted that.

Furthermore, because Communication apprehension is believed to be a personality trait, it remains relatively consistent across different communication scenarios. Situational characteristics play a role in determining how much a person might communicate.

In addition, (Burk, 2001) stated that people who are highly apprehensive about communication are likely to avoid jobs calling for high communication interaction or will be unhappy if forced into such jobs. With the technological advancements in communication media evolving nature of the place environment, it is reasonable to say that most people will be involved in some sort of communication event. With those communication events, it can be further deducted that people will also have to engage in interpersonal communication or public speaking.

Related results of the research conducted by Penrose, Raspberry, and Myers as cited by (McNeal, 2007) show that 35% of female and 11% of male executives reportedly having a high level of anxiety on public speaking, and overall 96% express some anxiety. Knowing that a vast number of people suffer from communication apprehension, it is necessary to discuss some of the common causes and offer suggestions to reduce or quire this nervous.

1.3 Statement of the problem

A great deal of the research that has been done in the area of communication apprehension revolves around the classroom; giving speeches or presentations to receive a grade. However, limited literature exists on what happens after school when people enter into workplaces, the effects of communication apprehension on jobs they hold, the satisfaction they experience and the confidence they hold in the workplace.

1.4 Purpose of the study

The purpose of this study was to look at how communication apprehension affects employees of Global Family Rescue and how it relates to their level of job satisfaction.

1.5 Objectives of the study

1.5.1 General objectives

The general objective of this study was to establish the causes and effects relationship between communication apprehension and employee job satisfaction.

1.5.2 Specific objectives

The following objectives guided the study:

a) To identify the types of communication apprehension facing employees of Global Family Rescue

b) To find out causes of communication apprehension in Global Family Rescue.

c) To investigate effects of communication apprehension on job satisfaction of Global Family Rescue's employees.

1.6 Research questions

a) What are the types of communication apprehension facing employees of Global Family Rescue?

b) What are the causes of communication apprehension in Global Family Rescue?

c) What are the possible effects of communication apprehension on job satisfaction?

1.7 Scope of the study

Two prime factors affecting communication apprehension are hereditary and the existing circumstances of the person. In other words, we can either be born with certain innate characteristics or we can acquire them through learning. Indeed, this study emphasized on literature related communication apprehension caused by environment rather than hereditary factors. The study was conducted in Global Family Rescue (GFR) which was chosen as a case study, and it targeted total number of employees (from all departments) from the time it started its activities in Uganda up to date. GFR is located in Kampala-Uganda.

1.8 Significance of the study

The result of this study will be of meaningful importance to different parties such as researcher himself, future researchers, and managers particularly those of Global Family Rescue.

Apart from the fulfilment of the requirements for the award of the degree of masters, the results of this study will contribute to the body of knowledge, thereby giving deeper insights of the causes of communication apprehension in the workplace and its effects on employee job satisfaction.

This research will help students and other researchers who will be interested in writing up their research work in the same field as they will use this as a source of secondary data.

The information in this study will be used by managers to consider strategic interventions that will improve working environment in order to retain potential employees. Through this

study, they will begin to see the effects that communication apprehensions has on employees and find out suitable solutions to deal with it.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter looks at the conceptual and theoretical framework of the study. It highlights various factors that lead to job satisfaction and job dissatisfaction.The chapter also focuses on types of communication apprehension and different causes of communication apprehension.

2.2 Conceptual framework

The study employs conceptual framework to discover the link between variables under investigation. The conceptual framework is shaped from the theory of communication apprehension as advanced by (Amber, 2005). Figure 2.1 shows that job satisfaction or dissatisfaction depends on types of communication apprehension, and causes of communication apprehension.

As far as types of communication apprehension are concerned, (Amber, 2005, p. 2) stated that there exist four broad types of communication apprehension. It includes trait-like communication apprehension, context-based communication apprehension, audience-based communication apprehension and situational communication apprehension. In addition, these types of communication apprehension are varied.Trait-like communication apprehension comprise oral apprehension, written apprehension and singing apprehension. On the other hand, context-based communication apprehension includes public speaking, dyadic situations (e.g., job interviews), small group discussions and meetings.

The figure also shows that, the existence of high communication apprehension results in poor performance, high rate of turnover, rare advancement and low self esteem among employees.

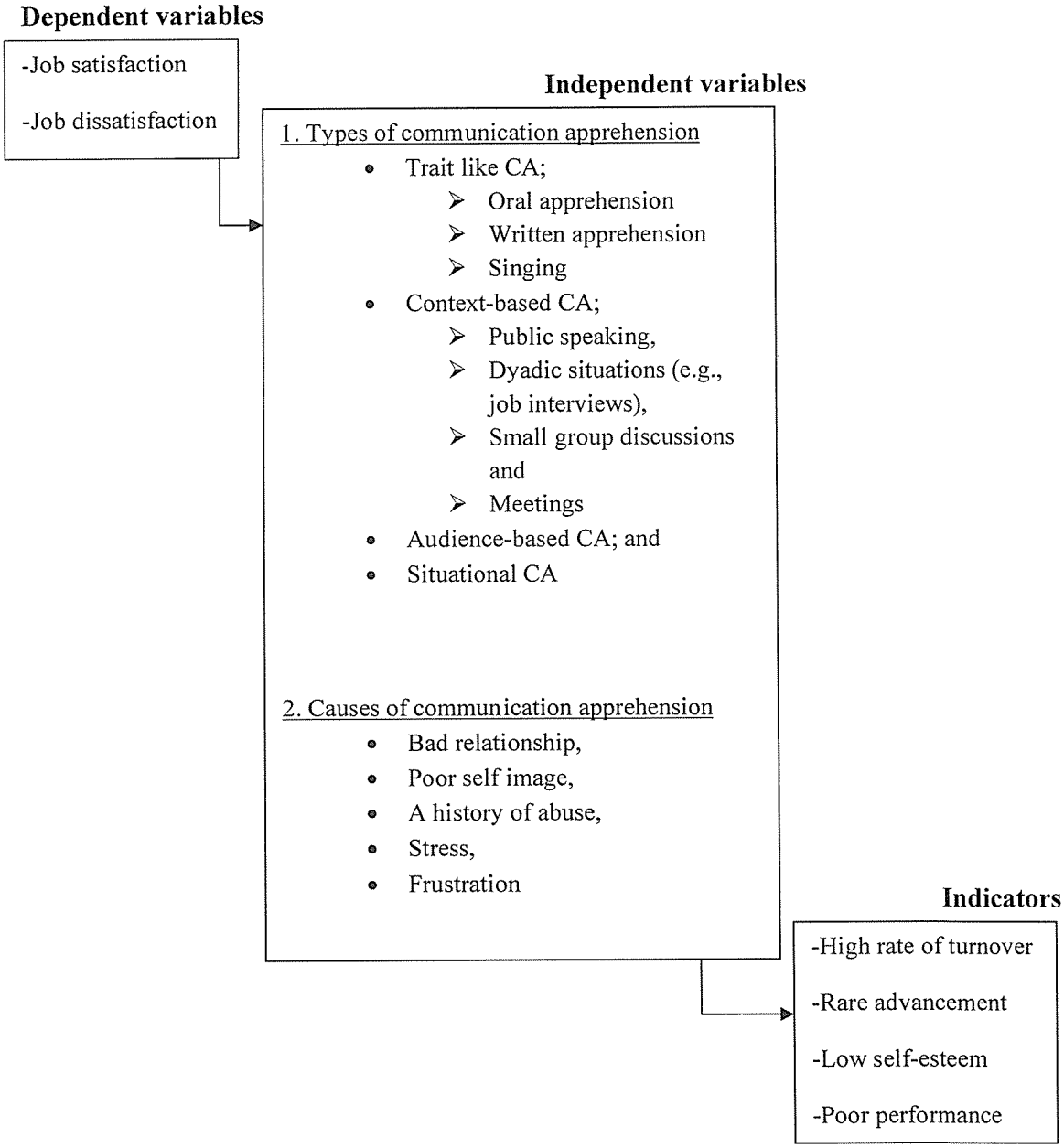

Figure2. 3: Conceptual framework of the study
Source: Adopted from Amber,(2005, p. 4)

2.3 Types of communication apprehension in a workplace

Before looking at types of communication apprehension, it would be necessary to have a clear understanding of what communication apprehension is all about.

According to (McCroskey,1977) as cited by (Amber, 2005), communication apprehension CA is defined as an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons.(Beatty & Beatty, 2001) said that communication apprehension, is referred to synonymously as communication anxiety. "It's an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons." This anxiety is significant, because it adds to people understandings of the cognitive processes behind communication, which is not a mindless behavior. It is also argued by (Corrello, 2005) that some studies have found that individuals who suffer from high CA are more likely to rate the importance of communication lower as a means of rationalizing their avoidance of communication.

Indeed, there exist four broad types of communication apprehension as argued by (Ayres, Hopf, & Will, 2000) together with (Beatty, McCroskey, & Heisel, 1998). These include Trait like CA; Context-based CA; Audience-Based CA; and Situational CA; with these four distinctions, there is no longer the dichotomy of an individual only having trait like CA, or only having state CA, but there is a continuum on which those characteristics can fall. McCroskey as cited by (Beatty & Beatty, 2001) attributed with beliefs that view all human behavior as being solely trait-like or state-like disregards connection that the two sources share.

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2.3.1 Trait-like communication apprehension

Trait like CA is defined as a relatively enduring, personality-type orientation towards a given mode of communication across a wide variety of contexts (Beatty, McCroskey, & Heisel, 1998). Relatedly, McCroskey, Richmond and Davis, as cited by (Ayres & Heuett, 1997) stated that person's traits are very unlikely to change over time, and therefore, they would experience the same type of communication apprehension over a long period. Actually, trait like CA means that the anxiety over communication is present regardless of any environmental circumstance. No matter whom we are speaking with, no matter where or when, an anxiety reaction exists. Thus, communication of any sort public or intimate, serious or banal is problematic. Even talking with a parent or spouse can prove difficult. (Borzi & Mills, 2001) For those with high CA there is a little escape from the anxiety that plagues them. It is also this type of CA that creates the greatest amount of difficulty for its sufferers. Trait apprehension is just that: it is a part of the person's personality, usually stemming from shyness or general quietness. In any given situation, regardless of the variables, a person with trait like communication apprehension will feel uncomfortable.

According to (Amber, 2005) there are three varieties of trait-like CA that have been tested throughout the literature. Trait-like CA involves oral communication, writing, and singing communication apprehension. Since these are all different types of trait-like CA, the results of an individual measured on any one of these traits is likely to remain the same over a long period, if the condition is left untreated as identified by (Beatty, McCroskey, & Heisel, 1998). Faigley, Daly, and Witte as cited by (Charlesworth, 2005) defined Writing Apprehension as the tendency to experience high degrees of anxiety when asked to write, resulting in an approach-avoidance conflictive state which manifests itself in one's behaviors, attitudes, and written products. Writing Apprehension (WA) indeed refers to an avoidance of written tasks,

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a feeling of frustration and poor performance when faced with a writing task and a fear of having one's writing read publicly and evaluated. In academic settings, researchers have found that high apprehensive writers as measured by Miller and Daly's 20-items Writing Apprehension Scale (WAS) as cited by (Beatty, McCroskey, & Heisel, 1998) have less success in basic writing courses, avoid advanced writing courses and perceive their writing as being less successful. Writing Apprehension in the organizational settings principally manifests it in avoidance of jobs that require writing tasks (Gail, Walter, Tymon, & Kenneth, 1994).

The following is a summary of Daly and colleagues' findings as cited by (Reeves, 1997)

Behaviors

a) They tend to select careers, which they perceive to require little or no writing.
b) They tend to avoid courses and majors, which require writing on a daily basis.
c) They write very little out of class.
d) They lack role models for writing at home, in school, and in the society.
e) They score lower on tests of verbal ability, reading comprehension, and standardized tests of writing ability used for college placement.
f) They do not necessarily lack motivation

Attitudes

a) Their self-concept is often lower, and they may lack self-confidence.
b) They report low success in prior experiences with school-related writing.
c) They have received negative teacher responses to prior writing attempts.
d) They are more apprehensive when writing personal narratives in which they must express personal feelings, beliefs, and experiences.

e) They exhibit less apprehension when writing argumentative persuasive essays in which they are told not to inject personal feeling and not to use the first-person point of view.

Written products

a) They have more difficulty with invention—getting ideas of what to write.

b) They produce shorter pieces of writing; i.e., fewer total words per piece.

c) Their ideas are not as well developed.

d) Their writing is judged lower quality when holistic scoring is employed, especially males' writing.

e) They score lower on scales of syntactic maturity: T-units are shorter, and there is less right branching (placing of participles to the right of the main clause).

f) They include less information in each clause or T-unit.

g) They have more difficulty with usage and mechanics.

h) They use less variety in sentence patterns.

2.3.2 Context based communication apprehension

In his view, (Amber, 2005) stated that although 1 in 5 people are classified as high CA, not all CA is trait-like. Some people are anxious only in certain types of settings. This is known as Context CA. Context CA means that there are general types of communication settings that evoke anxiety to the communicator as argued by (Amber, 2005) together with (Beatty, McCroskey, & Heisel, 1998). This type of communication apprehension assumes that an individual can have a high level of communication apprehension, for example, when delivering a public speech, but have little or no apprehension in another situation involving communication, such as group meetings.

The most common context for CA is public speaking. For others, meetings may generate nervousness. (Ayres & Heuett, 1997) argued that the more people we add to a communication context, the more anxiety occurs in a speaker. However, for some it may be the reverse. There are well known entertainers for whom intimate on one to one relationship is difficult, but performing for thousands is not problematic. (McNeal, 2007) said that speech anxiety is a cognitive condition brought on by the speaker's perception of the outcome of the speech rather than the actual act. Some may argue that speech anxiety begins in early childhood and may worsen as one matures. However, there are limited studies on how communication education prepares adolescents and teenagers for adulthood (Ayres & Heuett, 1997).

Context-based CA can also be broken down into four different levels for further study. Those levels include public speaking, dyadic situations (e.g., job interviews), small group discussions, and meetings or classes. As with trait like CA, it is expected that an individual's results will remain virtually unchanged over an extended period if no treatment is administered.

Knowing that speech anxiety is caused by a cognitive reaction and that it is exacerbated by the lack of education and training, it is now important to find out ways in which one can overcome this fear. (Penrose, Rasberry, and Myers 2004) as cited by (Amber, 2005) offered the following: Training and experience can help overcome the fear of speaking. If one's education and training has not included public speaking, then it is a great idea for that person to seek such training at the corporate or community level. Many organizations have internal training and development departments dedicated to the advancement of its employees. Other companies offer educational reimbursement which subsidizes employees' external

educational expenses. Larger organizations may offer a combination of the aforementioned programs (Charming Health, 2008).

2.3.3 Audience-based communication apprehension

Another level of communication apprehension is audience-based CA. According to (Beatty & Beatty, 2001) audience based CA is defined as a relatively enduring orientation toward communication with a given person or group of people. This type of apprehension is not brought on by an individual's personality, but instead by the situation in which an individual finds him or herself. Although this type of CA is also viewed as enduring, it can change if the behavior of the person or group changes (Kim, 2005).

In his view, (Byrne, 1997) argued that audience based communication apprehension occurs when one person experiences fear or nervousness when having to speak to a particular person or group of people. With this type of communication apprehension, a person could feasibly communicate without problems to his/her spouse, but not feel comfortable talking to his/her boss, co-workers, parents, in-laws, any other person or group.

In a related insight, (Elkins, 1996) stated that some people are less comfortable when they are talking to people who are like themselves than when they are talking to people who are very different, or even strangers. This happens because the former is more likely to make evaluations that may prove threatening. Concurring with this, Wright as cited by (McNeal, 2007) stated that the size of the audience is irrelevant; she is more comfortable speaking to an audience of strangers rather than an audience of peers. However, they are people who prefer to present to an audience of her peers rather than strangers which are the case with Britt as cited by (McNeal, 2007).

2.3.4 Situational communication apprehension

It is argued that everyone experiences CA sometimes. On occasion, some unique set of circumstances causes us to become anxious about communication. According to (Byrne, 1997) situational CA occurs when a very specific set of circumstances causes the average person to become apprehensive about communication in situations where they would otherwise be relaxed. An example of this could be the defense of one's thesis or dissertation. Even though a person could test low on a communication apprehension scale, he/she could experience high levels of fear and communication apprehension in this unique one-time situation.

On the other hand (Beatty, McCroskey, & Heisel, 1998) asserted that situational CA is at the other hand of trait like CA. This is the most state-like type of communication apprehension. These authors defined situational CA as a transitory orientation towards communication with a given person or group of people. This type of communication apprehension represents a type of apprehension or anxiety that is felt only once in a particular situation for example, when your supervisor calls you into his or her office and asks you to explain a specific behavior. Any variety of circumstances might increase anxiety temporarily, but the anxiety is transient (Bline, Lowe, Meixner, & Nouri, 2003).

2.3.5 Receiver apprehension

According to (Wilcox, 2002) and (Wheeless 1975) differentiated receiver apprehension (RA) from its parent construct of Communication Apprehension CA, defined by (McCroskey1970) as "a broadly based anxiety related to Oral Communication". Wheeless reasoned that an individual's communicative roles of source or receiver function independently in fear arousing contexts, and he termed receiver apprehension as "the fear of misinterpreting, inadequately processing or not being able to adjust psychologically to messages sent by

others" Wheeless, as cited by (Wilcox, 2002). In other words, while communication apprehension (CA) relates to self-evaluative social approval based on the sending of messages, (RA) is associated with self-evaluation concerns based on the receiving of messages.

(Wilcox,2002) ascertained that Since Wheeless initial conceptualization, scholars have determined that RA is related to listening effectiveness, willingness to listen, information processing, education level, and cognitive complexity. (Wheeless, Preiss, & Gayle, 1997) had further restricted the notion of receiver apprehension as information reception apprehension, while some RA may be linked to an irrational primary anxiety; mostly receiver apprehension is related to a secondary anxiety tied to informational receptivity grounded in cognitive processing deficiencies. In other words, there is a threshold where anxiety may occur as a receiver attempts to process, interpret, and adjust to information. Indeed, people have an obvious need to manage information via cognitive, affective, and behavioral operations of processing, interpreting, and adjusting.

Ayres, Wilcox, and Ayres as cited by (Wilcox, 2002) explored the notions of motivation and social evaluation relative to RA. Ayres and his colleagues asserted that receivers would be less likely to experience apprehension when they were not motivated to process information or did not expect to be evaluated on the adequacy of processing. They found that high processing demand, combined with high motivation to perform and the prospects of evaluation were predictive of high RA. The negative repercussions for students with high RA are clear and point to a need for interventions to lower RA, improve academic performance, and, hopefully, students' enjoyment of learning experiences (Wheeless, Preiss, & Gayle, 1997).

2.4 Causes of communication apprehension

Often the causes of "communication apprehensive tendencies in nature" are more mental than physical as argued by (Amber, 2005). A bad relationship, poor self image, a history of abuse, stress, frustration and many other factors can change people's overall attitude towards life which may directly impede their overall performances. Such tendencies are deep-rooted in mind and nurtured by excessive negative emotions. (Beatty & Beatty, 2001) asserted that formal situations rather than informal ones tend to be more restrictive with more rigid behavior rules and communication apprehension increases therein because of the narrower confines. Similarly, communication apprehension can result when a person is in a subordinate position because the person with the higher status defines the boundaries of acceptable behavior.

General personality traits such as quietness, shyness, and reticence frequently precipitate CA. When the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness or reticence occurs. The degree of shyness, or range of situations that it affects, varies greatly from individual to individual.

According to (Devito, 2007) shyness refers to a general reluctance to interact with others. The term generally refers to a disposition, a general personality trait that influences all interactions. Yet, shy people are often more shy in some situations than in others. For example, people may be more shy in interacting with those in superior positions and much less shy when interacting with peers or family members. Among the behavioral symptoms of shyness are gaze aversion, dry mouth, low speaking voice, little body movement, sweating, and even dizziness. Affectively, shy people are more likely to feel shame, have low self-esteem, feeling lonely, depressed, and anxious.

On the other hand, reticence refers to the reluctance to engage in communication and avoid social and public interactions. Reticence is viewed as a problem of inadequate communication skills and the treatment is logically enough, the acquisition of communication skills (Devito, 2007).

Another widely accepted explanation for CA is the Negative Cognitive Appraisal Model Glaser, as mentioned by (Burk, 2001). The model assumes that the quiet child was criticized for his or her early language performance. As a result, the child learned to expect negative reactions and subsequently learned to avoid them by keeping quiet. (Bond, 1984) as cited by (Beatty, McCroskey, & Heisel, 1998) ascertained that even if teachers, parents, or other children merely appear to be reacting negatively to such a child talk, the child will perform poorly and avoid oral communication situations.

On the other hand (Runey, 2004) argued that there are number of causes that could lead to CA. Here are some of reasons why people may be apprehensive as advanced by (Runey, 2004).

Reinforcement

Various scholars such as (Holbrook, 1997), (Beatty, McCroskey, & Heisel, 1998), (Runey, 2004) and (McNeal, 2007) agreed that reinforcement can be a cause of CA. (McNeal, 2007) ascertained that research indicates that children, who engage in positive communication with their parents and receive praise for their efforts, tend to sustain those patterns of interaction in hopes of eliciting consequent affirmative responses. And children who are punished for communication eventually develop high levels of CA and withdraw from communication. McCroskey as cited by (Beatty, McCroskey, & Heisel, 1998) also stated that if people in a

child's environment don't act according to a consistent pattern in regards to rewards and punishment for the same behavior or sometimes ignored, the child gets confused which leads to learned helplessness and negative expectations, which are the foundational components of CA.

(Drinkwater and Vreken 1997) as cited by (Corrello, 2005) gives a good example of reinforcement where a student is making an attempt to deliver a speech in his/her second language. This person may not be very fluent in this language and get laughed at by classmates for few mistakes or even punished (marks subtracted) by the teacher. This negative reinforcement may lead to high levels of CA. Then, if the child is rewarded when speaking to his mother, like being encouraged to say more and the next day told to keep quiet, he will get confused and later resort to learned helplessness.

Indeed, people expect to be reinforced for some behaviors and not reinforced for others. Reinforcement, or lack of it, is the outcome that people learn to expect by continually engaging in certain behaviors over time and across situations. In a related insight, (Linney, 2007) asserted that when a person engages in communicative behaviors that work i.e., (when he or she receives reinforcement for the communication) that person develops positive expectations for those behaviors. The behaviors become a regular part of the person's communicative storehouse. People discovered that some communicative behaviors lead to punishment or lack of reinforcement, and they tend to reduce those behaviors.

Inadequate skill development

Inadequate skill development is also another explanation for CA. People with high levels of CA tend to avoid communication and communicate less with the result that develops

inadequate communication skills (Drinkwater & Vreken, 1997) as cited by (Runey, 2004).Indeed, the absence of these skills increases levels of CA. Effective communication skill may not have developed because employees seldom converse with superiors or they have not had much opportunity to interact with peers (Brophy, 1996) as cited by (Amber, 2005).

Social anxiety

Social anxiety can also develop as an ongoing reaction to repeated failure, mistreatment, or rejection from adults or peers (Brophy, 1996) as cited by (Campbell, 2006).Some students adjust well and show good peer group adjustment and ability to interact socially with the teacher, but they might display CA when they are asked to answer academic questions, perform in public, or engage in an activity that they know will be evaluated.

According to (Watson, 2007) the first day of a new class or a new job can be a difficult situation to deal with initially. It is the novelty of the situation that causes the anxiety. In fact, such novel situations may prevent people from being comfortable communicating with others. In addition, Formal situations are associated with highly prescribed behaviors. In these situations, the prescribed behaviors are deemed appropriate and there is little latitude for deviation from them.

Similarly, (Elkins, 1996) argued that for subordinate status, the person holding the higher status (e.g., an instructor to a student) defines what appropriate behavior is. Besides, being conspicuous can increase a person's communication apprehension. For example, when a person is put "on the spot," such as when giving a speech or introducing a speaker to an audience, the person can experience heightened anxiety. On the other hand, unfamiliarity is

involved when a person attends a social gathering and only knows one or two other people. Generally, the more unfamiliar the people and situation around one, the more apprehensive a person feels.

In much the same way, dissimilarity of those around one causes communication apprehension to increase. For the most part, talking to people who are similar to oneself is easier than talking to people who are different. Some people are less comfortable when they are talking to people who are like themselves than when they are talking to different people or even strangers. This happens because the former is more likely to make evaluations that may prove threatening (Beatty, McCroskey, & Heisel, 1998).

Most people do not like others staring at them. Neither do they care to be ignored by others. A moderate degree of attention from others is usually the most comfortable situation. Excessive attention, such as staring or having someone probe into one's private thoughts, can cause the level of communication apprehension to rise sharply. Many students have little trouble conversing with their teachers, until the teacher begins evaluating the student's classroom performance (Burk, 2001). The same holds true for workers in relation to their supervisors. When people are evaluated, they tend to become more anxious than they would otherwise be, as the intensity of the evaluation increases (Amber, 2005).

Embarrassment

The reason most people get anxious when required to speak to a group is that they are afraid of looking foolish or stupid in front of many of their peers and important people (Kurtis, 2000) as cited by (Crawford & Strohkirch, 2006).Indeed, the fear of their mind going blank

or lack of speaking skills will lower the opinion others have of them. This could ultimately lead to embarrassment (Charlesworth, 2005).

In researcher's view, generally, the more conspicuous a person feels, or the more unfamiliar the situation, the more communication apprehension is likely to be experienced. Likewise people often feel less apprehensive with others who are like themselves. Sometimes, however, an individual will be more apprehensive with similar peers because they become more concerned with how they will be evaluated by them and the feeling of being evaluated in any situation often leads to anxiety. Majority of people are most comfortable with a moderate degree of attention. When individuals are ignored or stared at, the level of communication apprehension often rises. The level of communication apprehension also often rises where a prior history of failure has been detected.

2.5 Job satisfaction

Employee satisfaction and retention have always been important issues for physicians. After all, high levels of absenteeism and staff turnover can affect organization's bottom line, as temps, recruitment and retraining take their toll. But few practices in few organizations have made job satisfaction a top priority, perhaps because they have failed to understand the significant opportunity that lies in front of them. Satisfied employees tend to be more productive, creative and committed to their employers, and recent studies have shown a direct correlation between staff satisfaction and patient satisfaction (Syptak, Marsland, & Ulmer, 1999).

In the late 1950s, Frederick Herzberg considered by many to be a pioneer in motivation theory as mentioned by (Robbins & Coulter, 1999), interviewed a group of employees to find

out what made them satisfied and dissatisfied on the job. He asked employees essentially two sets of questions:

a) Think of a time when you felt especially good about your job. Why did you feel that way?
b) Think of a time when you felt especially bad about your job. Why did you feel that way?

From these interviews Herzberg went on to develop his theory that there are two dimensions to job satisfaction: "motivation" and "hygiene". Hygiene issues according to Herzberg, cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. Hygiene topics include company policies, supervision, salary, interpersonal relations and working conditions. They are issues related to employee's environment.

Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for means and personal growth. They are issues such as achievement, recognition, the work itself, responsibility and advancement. Once the hygiene issues are addressed, said Herzberg, the motivators will promote job satisfaction and encourage production (Scott, 2007). Although hygiene issues are not the source of satisfaction, these issues must be dealt with, to create an environment in which employee satisfaction and motivation are even possible.

Company and administrative policies: An organization policies can be a great source of frustration for employees if the policies are unclear, unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to your policies, you can decrease dissatisfaction in this area by making sure

your policies are fair and apply equally to all. Also, make printed copies of your policies and procedures manual easily accessible to all members of your staff. If you do not have a written manual, create one, soliciting staff input along the way. If you already have a manual, consider updating it (again, with staff input). You might also compare your policies to those of similar practices and ask yourself whether particular policies are unreasonably strict or whether some penalties are too harsh (Maicibi, 2003).

Supervision: To decrease dissatisfaction in this area, employers must begin by making wise decisions when you appoint someone to the role of supervisor. In his view, (Syptak, Marsland, & Ulmer, 1999) argued that employers must be aware that good employees do not always make good supervisors. The role of supervisor is extremely difficult. It requires leadership skills and the ability to treat all employees fairly. You should teach your supervisors to use positive feedback whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out.

Salary: The old adage "you get what you pay for" tends to be true when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you. Consult salary surveys or even your local help wanted adverts to see whether the salaries and benefits you're offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses (Syptak, Marsland, & Ulmer, 1999).

Interpersonal relations: Part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization (e.g., over lunch,

during breaks, between patients) (Scott, 2007). This will help them develop a sense of camaraderie and teamwork. At the same time, you should crack down on rudeness, inappropriate behavior and offensive comments. If an individual continues to be disruptive, take charge of the situation, perhaps by dismissing him or her from the practice (Scott, 2007)

Working condition: (Syptak, Marsland, & Ulmer, 1999) concurred with (Scott, 2007) that the environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Therefore, employers are advised to do everything they can to keep their equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, they should avoid overcrowding and allow each employee his or her own personal space, whether it is a desk, a locker, or even just a drawer. If they've placed their employees in close quarters with little or no personal space, they should not be surprised that there is tension among them.

Before moving on to the motivators, it is important not to neglect the hygiene factors discussed above. To do so would be asking for trouble in more than one way. First, employees would be generally unhappy, and this would be apparent to the organization's patients. Second, there are hardworking employees, who can find jobs elsewhere, would leave, while your mediocre employees would stay and compromise the organization practice's success. So, it is crucial to deal with hygiene issues first, then move on to the motivators.

Work itself: Perhaps most important to employees motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the practice result in positive outcomes and good health care for your patients. Share stories of success about how an employee's actions made a real difference in

the life of a patient, or in making a process better. Make a big deal out of meaningful tasks that may have become ordinary, such as new-baby visits (Syptak, Marsland, & Ulmer, 1999). Indeed employees may not find all their tasks interesting or rewarding, but the employer should show the employee how those tasks are essential to the overall processes that make the practice succeed. You may find certain tasks that are truly unnecessary and can be eliminated or streamlined, resulting in greater efficiency and satisfaction.

Achievements: One premise inherent in Herzberg's theory is that most individuals sincerely want to do a good job. To help them, make sure you've placed them in positions that use their talents and are not set up for failure. Set clear, achievable goals and standards for each position, and make sure employees know what those goals and standards are (Syptak, Marsland, & Ulmer, 1999). Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.

Recognition: Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be sincere. If you notice employees doing something well, take time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kindly note of praise. Or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month."

Responsibilities: Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own the result" (Syptak, Marsland, & Ulmer, 1999). As individuals mature in their jobs, provide opportunities for added responsibilities. Be careful, however, that you do not simply add more work. Instead, find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

Advancement: Reward loyalty and performance with advancement. If you do not have an open position which will promote a valuable employee, consider giving him or her a new title that reflects the level of work he or she has achieved. When feasible, support employees by allowing them to pursue further education, which will make them more valuable to your practice and more fulfilled professionally (Scott, 2007).

2.5.1 Effects of communication apprehension on job satisfaction

Regardless of the cause, trait CA has a number of profound effects on the lives of those who suffer from it as argued by various scholars. In view of the fact that it is a predominant feature of their personalities and cuts across contexts and specific relationships and situations, it has an impact on most aspects of their lives. (Gail, Walter, Tymon, & Kenneth, 1994) stated that in response to threats of all kinds, humans have two basic tendencies: fight or flight.

Indeed, there are several different behavioral patterns that are associated with high levels of communication apprehension as argued by (Gail, Walter, Tymon, & Kenneth, 1994) together with (Bradley & Roberts, 2004). The first behavior that is common in people with high communication apprehension is avoidance as indicated by (Bradley & Roberts, 2004). In actual fact, if someone or something makes us uncomfortable, it is easiest to simply avoid

that person or the situation entirely. Additionally,(Gail, Walter, Tymon, and Kenneth, 1994) concurred with (Amber, 2005) that avoidance involves managing communication demands so that communication does not take place. In educational settings, they may miss oral communication assignments. At work they are unlikely to volunteer for team projects, rather preferring to work alone as indicated by (Amber, 2005). However, (Burk, 2001) agreed with (Amber, 2005) that when communication cannot be avoided, people may attempt to withdraw from communication.

Likewise, (Ayres & Heuett, 1997) asserted that an individual with a high level of communication apprehension prefer jobs with as little communication as possible, and they are not generally as dominant as those with a low level of communication apprehension. In addition, (Ayres & Heuett, 1997) argued that these individuals usually do not volunteer to lead a group. They are also characteristically not assertive or responsive. Usually people with high communication apprehension do not like the way in which they express themselves and meet people.

Moreover, communication apprehension can play a part in a person's level of self esteem. McCroskey, Richmond, and Davis as cited by (Borzi & Mills, 2001) found that individuals who have a high level of communication apprehension also have a low level of self esteem; they usually view school negatively and tend to drop classes which require large amount of communication, such as speech classes.

Socially, (Beatty, McCroskey, & Heisel, 1998) ascertained that high CA people tend to have smaller friendship networks. This shouldn't be surprising given that relationships are the product of communication. For people who fear communication, the prospect of developing

and maintaining a large friendship network doubts. Indeed, they appear to limit themselves to a small number of close friends with whom they are willing to communicate. (Gail, Walter, Tymon, and Kenneth,1994) stated that some studies have found that individuals with high levels of communication apprehension tend to interact less frequently with small groups, and when they do interact their quality of contribution is usually far less substantial than that of their peers who do not suffer from high communication apprehension.

Professionally, (Charming Health, 2008) argued that high apprehensive people engineer their professional lives around their anxiety as well. Indeed, they tend to be drawn toward fields that seemingly require less communication. Ironically, they are sometimes surprised by the actual amount of communication the jobs require. However, not all jobs are communication intensive as others, like computer programming which involves a good deal of time working alone. They may also find lab work or accountancy appealing provided they don't wish to advance into management, but that's not likely anyway. In addition, high apprehensive people are rarely promoted in their professions. Whether this is a direct result of their low affect for communication or whether they do not wish to be promoted is unclear. It is likely a combination of the two (Ayres, Hopf, & Will, 2000). That they don't make noise at their jobs does not make them appear to be a good leader. Often, in small groups without clear status ranking, leaders emerge as often because they talk, not because they're the most qualified (Beatty, McCroskey, & Heisel, 1998). What's more, in getting passed over, they are least likely to make an argument. At the same time, along with more money, a promotion means more communication and high apprehensive people have little interest in more communication.

Relatively, one would think that teaching would see few, if any high CA's. Generally that's true. Yet, high CA's are found in the teaching profession as well, usually at the elementary level. They can also be found in law, but most often in tax or corporate law (Burk, 2001). They are less likely to be hired if their letters of reference make mention of their reticence. Further, they are the first to be laid-off or terminated. High CA's are likely to appear to be the most expendable since they spend little time in self- aggrandizement and since they'll probably clean out their desk quietly and go without making a scene. They're even more appealing as candidates for "down-sizing" as argued by (Borzi & Mills, 2001).Clearly there are significant disadvantages to high levels of communication anxiety. Most apprehensive people manage to live their lives with less communication and perhaps less justice. Yet, there are many very good jobs that pay well and require relatively little communication. However, the anxiety that surrounds communication can be problematic in culture, where oral communication is given high priority.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter explains in details the methods that have been used in this research. It comprises of the research design, the population of the study, sample and sampling procedures; data collection instruments; the procedure to be followed in conducting the study; and data analysis.

3.2 Research design

The study used an explanatory research design as it intended to establish the cause and effect relationship between communication apprehension and employee job satisfaction. The study was conducted using a case study. Global Family Rescue was chosen purposively after considering accessibility of information from different organizations. The study used a deductive approach of research.

3.3 Population of the study

The population of this study consisted of the total number of employees of Global Family Rescue. There are twenty seven employees. In order to get a clear picture of the condition of the communication apprehension in GFR, the researcher decided to target all employees without sampling. Twenty seven questionnaires were distributed but twenty five of them were returned to the researcher.

3.4 Data collection, Instruments, Validity and Reliability

To answer research questions, both primary and secondary data were collected. An explanatory research design which implies quantitative study was used. Therefore, to collect primary data, semi-structured questionnaire was used. To make sure that questionnaires were responded by the right people, and to maximize the likely response rate; interviewer administered questionnaire was used, this is where responses are recorded by the interviewer on the basis of each respondent's answers.

Semi-structured questionnaire was used to collect primary data. The researcher designed the questionnaire in such format where there were closed and open-ended questions. From closed questions, respondents were supposed to pick a response from list category, or rating-scaled questions, and from open-ended, they were expected to give their own opinions.

The survey instrument measures oral CA and writing CA, respondent's perception of comfort, confidence, and successes in oral communication, communication using a computer, and job satisfaction.

Oral and writing communication was measured using Personal Report of Communication Apprehension (PRCA-24) by McCroskey, as cited by (Runey, Theories and Facts about communication apprehension, 2004). The PRCA-24 uses a 5-point Likert scale (1 = strongly agree to 5 = strongly disagree) to assess an individual's feeling about communicating orally in four settings: public speaking, group discussions, meetings, and mere talk. These scores were combined to form a global measure of OCA.

The WA was measured using The Daly-Miller writing apprehension scale, which is composed of 8 items using the same 5-point Likert scale to measure an individual's feeling

about communicating in written form, and computer apprehension was measured using Rub's Computer Apprehension Scale (Watson, The effects of communication apprehension and internet self-efficacy on use of social networking websites, 2007), which is composed of 8 items using the same 5-point Likert scale.

The overall perception regarding oral communication situation was measured with "Self Perceived Communication Competence Scale" by (Daly, McCroskey, et al., 1997) as cited by (Runey, 2004), which is composed of 12 items. Each response was based on a 4-responses (1 = completely incompetent, 2= Incompetent, 3=Somehow competent and 4= competent). Finally, the survey instrument included measures on job satisfaction which was composed of 24 items using two extremes (High satisfaction and low satisfaction).

A pilot test were conducted to ensure the clarity of questions, their effectiveness, the time required to complete the questionnaire, and to make sure that the questionnaire measures what it intends to measure, the researcher assessed its content validity and reliability.

To test the reliability of the questionnaire; Internal Consistency or Chrombach Alpha coefficient was used. This was calculated using SPSS. It is perceived that for the instrument to be reliable, the coefficient has to be at least 0.7 and more. Ten questionnaires were distributed to people having the same characteristics with the targeted population. When these questionnaires were returned to the researcher, Internal Consistency or Chrombach Alpha coefficient was calculated using SPSS (Statistical Package for Social Science). The Chrombach Alpha coefficient of reliability resulted to 0.716 which is acceptable as argued by (Okurut and Aguli, 2007), thereafter amendments were made.

To test the Content Validity, the researcher used a panel of four individuals to evaluate whether each question in the questionnaire is fundamental and valuable. These people were given the questionnaire together with the objectives of the study, and research questions. They were asked to assess the validity of questions in the questionnaire by ranking them from 1 to 4 against objectives of the study, and research questions. 1 stood for not relevant, 2 stood for somewhat relevant, 3 stood for quite relevant and 4 stood for very relevant. From there, a Content Validity Ratio (CVR) and Content Validity Index (CVI) were calculated. CVR was calculated by subtracting the total number of items judged to be not and somewhat relevant from the total number of items judged to be quite and very relevant thereby dividing them to a half of people asked to judge the questionnaire.

$$CVR = \frac{n_{3,4} - n_{1,2}}{N/_2}$$

Where $n_{3,4}$: Number of items or questions judged quite relevant and very relevant

$n_{1,2}$: Number of items judged not and somewhat relevant

N: Number of people asked to assess the questionnaire

$$CVR = \frac{60 - 16}{4/_2} = \frac{44}{2}$$

$$CVR = 22$$

Content Validity Index was calculated by dividing the total number of items judged to be not and somewhat relevant with obtained Content Validity Ratio.

$$CVI = \frac{16}{22} = 0.73$$

$$CVI \cong 0.7$$

This CVI is accepted because normally it should be greater than 0.5 ($CVI \geq 0.5$) as argued by (Okurut and Aguli 2007). The CVI of 0.7 implies that the questionnaire is worth to be administered.

On the other hand, secondary data were collected from multiple-sources and documentary secondary data as well as non published documents such as theses mainly from the internet. To ensure the validity and reliability of secondary data, the researcher first gathered all necessary information. In doing so, he took into consideration the methodology used in collecting data, how data were analyzed as well as conclusion thereby putting much consideration on documents having similarities and avoiding inconsistent documents. Even though it is difficult to assess the authority, validity and reliability of information from the internet, the researcher paid much attention on those documents having authors, and the type of the organization responsible for the data in order to obtain more information through which reliability was assessed.

3.5 Procedure

At the approval of the research proposal, the researcher requested an introduction letter from the school of Post Graduate Studies and presented it to the Global Family Rescue to get authorization to conduct the research in their organization. The researcher went on to distribute questionnaires for pilot test to determine the clarity of questions, their effectiveness

and the time it was to take to complete the questionnaire. When those questionnaires were returned to the researcher, some amendments were made.

When the questionnaire was tested and amended, the researcher started collecting data from the field. To make sure that the questionnaire was responded by the right people, and maximize the likely response rate, the researcher himself distributed and collected questionnaires from respondents using self-administered and structured interview questionnaires depending on the availability of information's.

When questionnaires were returned back, they were scanned and cleaned to remove incomplete, incorrect, illogical and unrelated answers. Subsequently the researcher coded responses to facilitate analysis by computer with the help of SPSS. Then the researcher interpreted result, wrote the final report, and finally the dissertation was submitted to the School of Post Graduate Studies of Kampala International University.

3.6 Data analysis

Data collected were of quantitative nature, and they were analyzed using the SPSS. In order to analyze, the researcher converted quantities', qualitative data by giving them numerical codes for them to be analyzed statistically.

Answers for closed questions were coded in ascending order. The first answer of every question was given code "1" the second answer was coded "2" and so on. Missing data were coded "999". As far as open-ended questions are concerned the researcher first edited all answers in order to identify similar answers and establish broad groupings. The researcher subdivided those broad groupings into specific subgroups then allocated codes to all categories.

Once data were coded, they were entered into the computer using statistical package for social sciences (SPSS). Individual labels were given to each variable while ensuring that labels replicate the exact words used in the data collection thereby reducing the number of opportunities for misinterpretation when analyzing data. After entering data, the researcher checked for possible errors that might have been committed by looking for illegitimate codes and illogical relationship. Subsequently data were explored and presented using diagram, graphs and tables respective to research questions.

The next stage was characterized by computation of scores. Subs-scores for four communication contexts: group discussions, meetings, interpersonal conversations, public speaking and an overall communication apprehension (CA) score were calculated. (Strongly agree=1point, agree=2points, undecided=3points, disagree=4points and strongly disagree=5points). On the other hand, items comprising Self Perceived Communication Competence Scale were attributed percentages (Completely incompetent=0%, Incompetent=25%, Somehow competent=75% and Competent=100%).

Finally variables were described and compared, using Central Tendency through testing significant relationship and differences between variables.

3.7 Ethical issues

Throughout research design, gaining access data, collection and data analysis, the researcher tried to avoid harm to respondents. Individuals had voluntary right of participation, a right to privacy and a right to withdraw partially or completely from the process, they were not pressurised to participate. Before distributing questionnaires, the researcher had to gain consent from respondents. The researcher informed participants the purpose of the study,characteristcs of participants, the requirements of taking part, the time it was supposed

to take, and how data was to be collected. As far as access of information collected, they were informed that a copy of the final dissertation will be submitted to the admnistraton of the company. A telephone line was given in case of any inquiry or clarifications on research. To avoid misconception of the study, the letter recceived from Global Family Rescue' administration was placed on the top of each questionnaire.

At the stage of data collection, the researcher aimed at maintaining objectivity by making sure that data were collected accurately and fully by avoiding excercising subjective selectivity in recording data. The maintenance of objectivity was also imperative during the analysis stage, to guarantee that, collected datas were not misinterpreted. The researcher also avoided being selective about which data to report or where appropriate, misinterpreting its statistical accuracy. Confidentiality and anonymity were considered throughout the research by not disclosing names of participants.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Overview

This chapter presents and analyses data collected from Global Family Rescue employees using a questionnaire. Twenty seven questionnaires were distributed and twenty five were returned back to the researcher. So, the following is the analysis of data gathered from twenty five participants.

4.2 Demographic Information

This section explores respondents' demographic information collected using question 1 to 24 of the questionnaire.

4.2.1 Gender of respondents

It is observed from table 4.1 that 52% are male and their female counterpart represents 48%. It is observed that majority of employees are male.

Table 4.1: Gender of respondents

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	Male	13	52.0	52.0	52.0
	Female	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

Source: SPSS output 1

4.2.2 Respondents' age

From table 4.2, it is observed that 36% of respondents are aged between twenty six to thirty three years old, 36% are between thirty four to forty two years old, 16% are between forty three and fifty years old; 8% are more than fifty years old and 4% are between eighteen and twenty five years old.

Table 4.2: Age of respondents

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**18 to 25 years old**	1	4.0	4.0	4.0
	26 to 33 years old	9	36.0	36.0	40.0
	34 to 42 years old	9	36.0	36.0	76.0
	43 to 50 years old	4	16.0	16.0	92.0
	More than 50 years old	2	8.0	8.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

4.2.3 Education level

Majority of respondents 60% are bachelor's degree holders; 20% are master's degree holders; 8% have diploma; 4% are PhD holders; 4% attended school up to O level and 4% attended school up to primary level as observed from table 4.3.

Table 4.3: Education level

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Diploma**	2	8.0	8.0	8.0
	1st degree	15	60.0	60.0	68.0
	Master's degree	5	20.0	20.0	88.0
	PhD	1	4.0	4.0	92.0
	O Level	1	4.0	4.0	96.0
	Primary	1	4.0	4.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

4.2.4 Working experience

From table 4.4, it is observed that 40% of respondents have been working at Global Family Rescue for a period below one year; 24% have more than seven years working experience with GFR; 20% have four to six years working experience; 16% have been working with GFR for a period of one to three years.

Table 2.4: Working experience

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Below one year**	10	40.0	40.0	40.0
	One to three years	4	16.0	16.0	56.0
	Four to six years	5	20.0	20.0	76.0
	More than seven years	6	24.0	24.0	100.0
	Total	**25**	**100.0**	**100.0**	

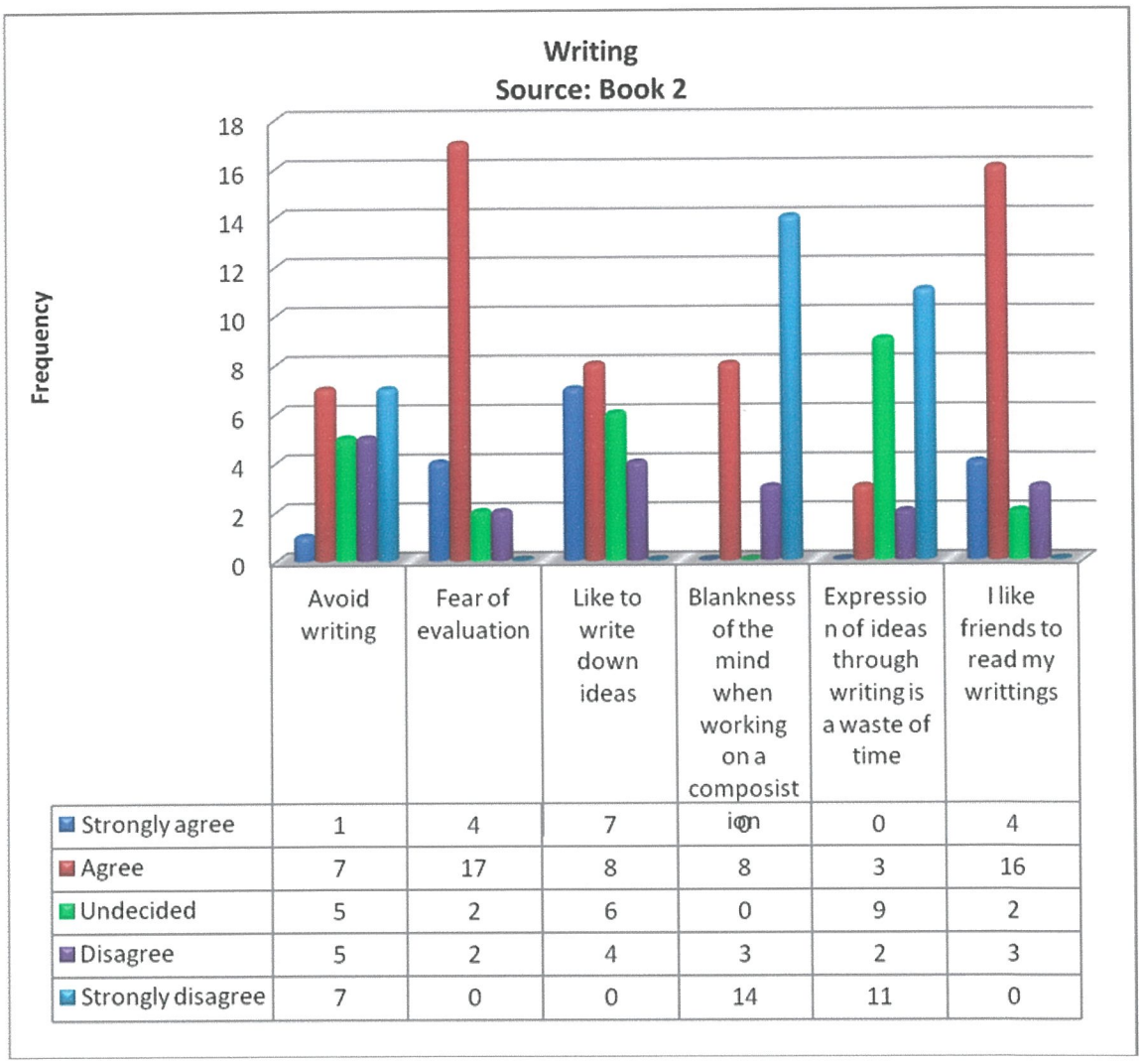
Source: SPSS output 1

4.3 Types of communication apprehension facing GFR employees.

This section presents data on trait like and context based communication apprehension.

4.3.1 Trait-like communication apprehension

In this section only writing communication apprehension was researched on. As observed from figure 4.1, 28% of respondents agreed that they avoid writing while 28% strongly disagreed and 20% are undecided if they avoid writing or not. 68% said that they fear to be evaluated; only 32% like to write down their ideas; majority of respondents 56% strongly disagreed that their minds get blank when working on a composition and 32% agreed; 44% strongly disagreed that expression of ideas through writing is a waste of time and 36% are not sure (undecided) 64% of respondents do like friends to read their writings.



	Avoid writing	Fear of evaluation	Like to write down ideas	Blankness of the mind when working on a composist ion	Expressio n of ideas through writing is a waste of time	I like friends to read my writtings
Strongly agree	1	4	7		0	4
Agree	7	17	8	8	3	16
Undecided	5	2	6	0	9	2
Disagree	5	2	4	3	2	3
Strongly disagree	7	0	0	14	11	0

Figure 4.1: Writing communication apprehension

4.3.2 Context-based communication apprehension

Group discussions

As observed from figure 4.2, 48% said that they are not nervous when participating in group discussions; 44% agreed that they are calm when participating in group discussions; 20% said that they do not like to participate in group discussions while 24% disagreed and 24% strongly disagreed; 36% are not sure if they are comfortable when participating in group discussions and 24% agreed; 20% agreed that they like to get involved in group discussions and 32% strongly disagreed; 24% of respondents are not sure if they are tense and nervous

when participating in group discussions, 20% said that they are tense and nervous when participating in group discussions and 20% said the contrary.

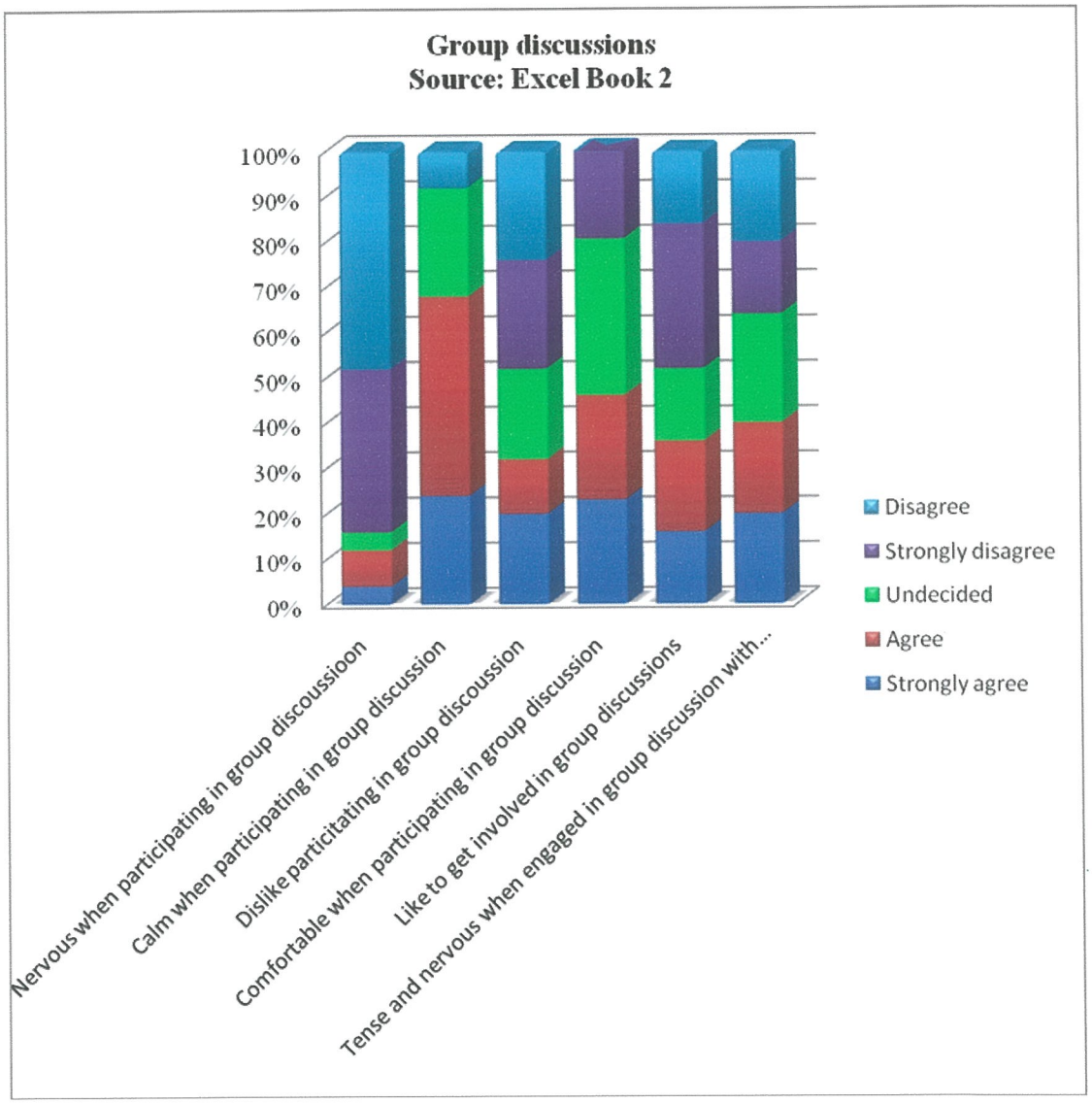


Figure 4.2: Group discussion

Meetings

It is observed from figure 4.3 that 28% strongly agreed that they are calm and relaxed when they are called to express an opinion in a meeting and 20% strongly disagreed; 28% strongly disagreed that they are anxious to express themselves in a meeting and 20% strongly agreed; 20% agreed that they are nervous when participating in a meeting and only 40% strongly disagreed;60% of respondents said that they are calm when participating in meetings and

only 16% said the contrary; 52% said that they are comfortable when participating in meetings; 20% agreed that they are relaxed when answering questions in meetings and 32% said the contrary.

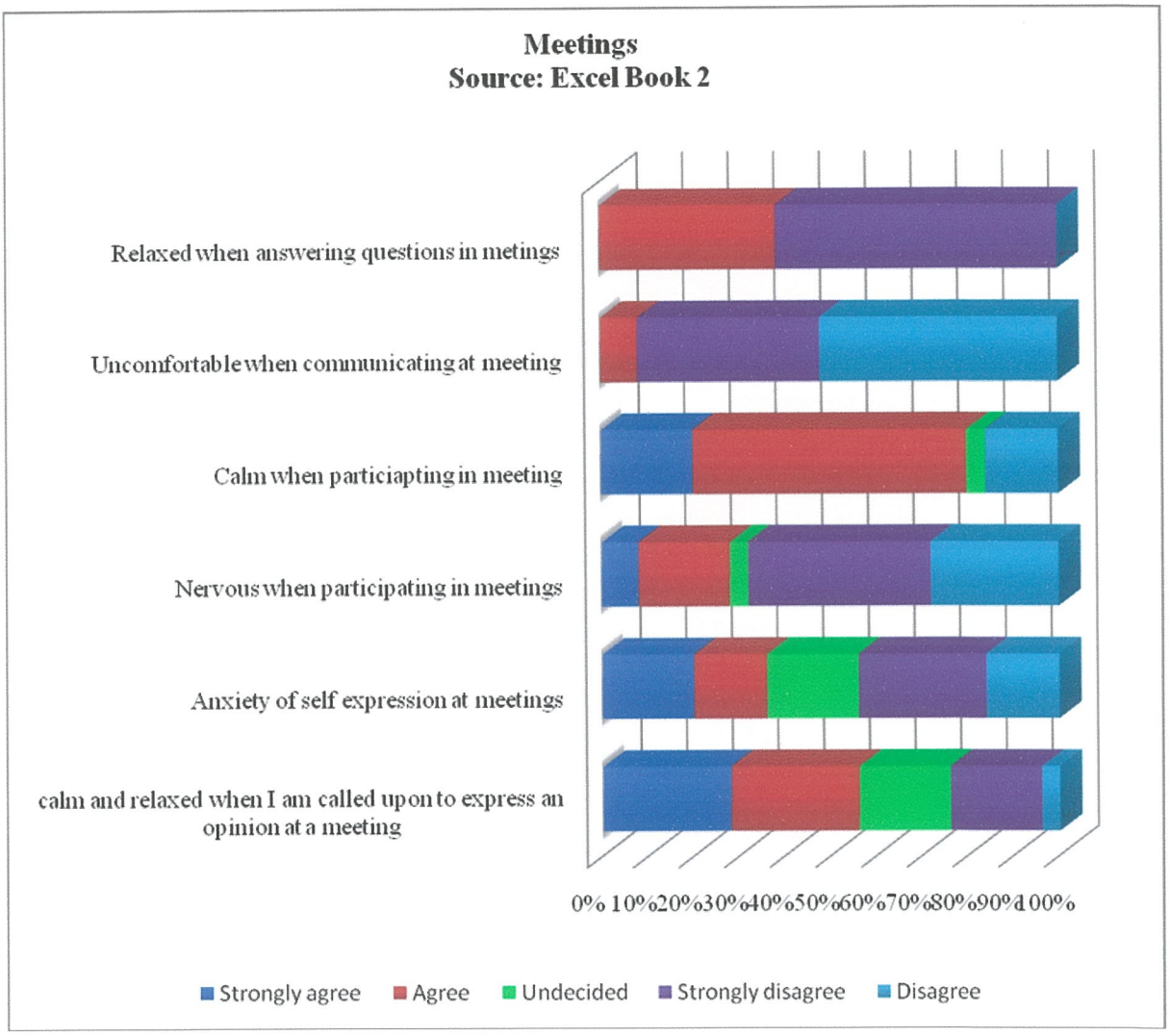
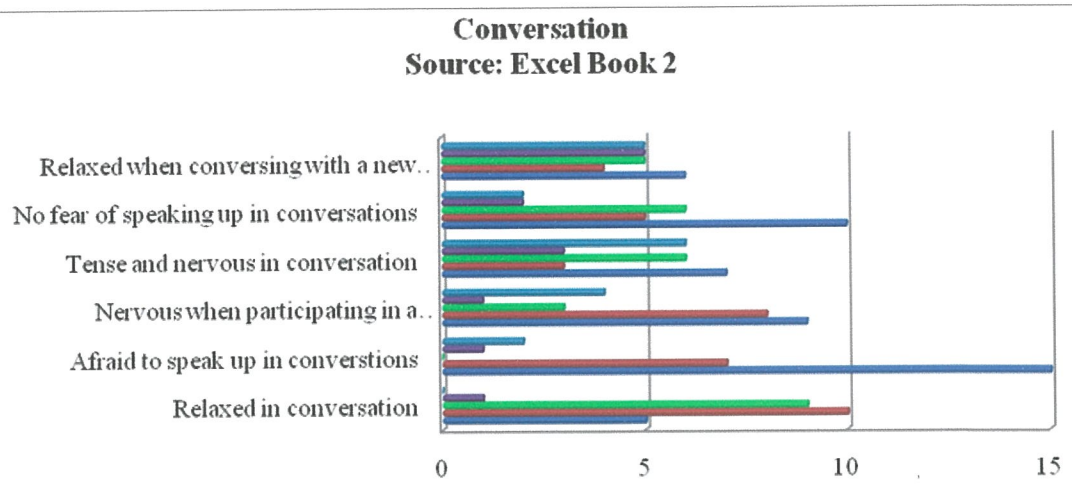


Figure 4.3: Communication in meetings

Conversation

From figure 4.4, it is observed that 40% of respondents are relaxed during a conversation and 36% are undecided; 60% strongly agreed that they are afraid to speak up in a conversation and 8% strongly disagreed; 36% of respondents strongly agreed that they are nervous when participating in a conversation with a new acquaintance and 16% said the contrary; 28% strongly agreed that they are tense and nervous when participating in a conversation and 24%

strongly disagreed; 40% said that they do not fear to speak in a conversation; 24% of respondents strongly agreed that they are relaxed when conversing with a new acquaintance.

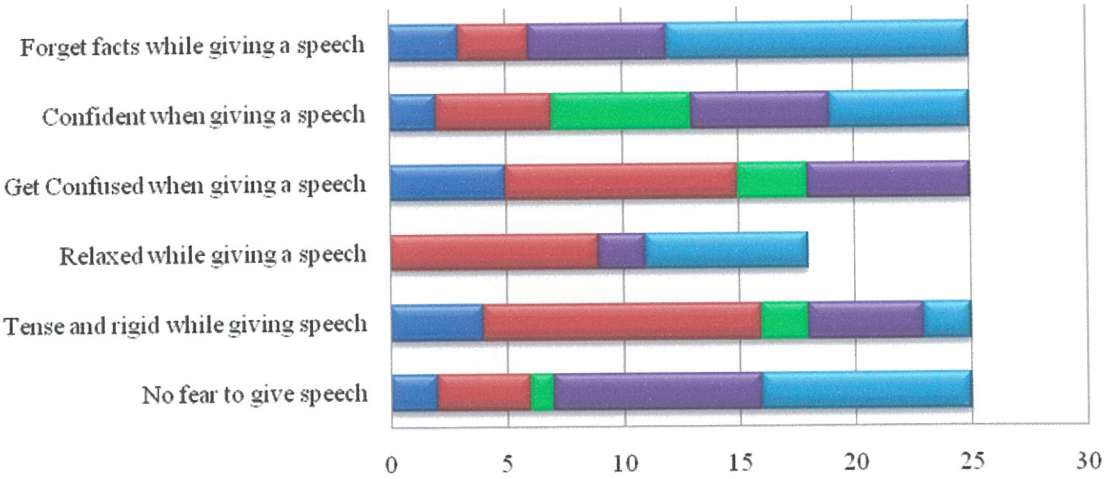


	Relaxed in conversation	Afraid to speak up in converstions	Nervous when participating in a conversation with a new acquaintance	Tense and nervous in conversation	No fear of speaking up in conversations	Relaxed when conversing with a new acquaintance
Strongly disagree	0	2	4	6	2	5
Disagree	1	1	1	3	2	5
Undecided	9	0	3	6	6	5
Agree	10	7	8	3	5	4
Strongly agree	5	15	9	7	10	6

Figure 4.4: Conversation

Speech

It is observed from figure 4.5 that majority of respondents 52% do not forget facts while giving a speech and 12% strongly agreed that they do forget facts while giving a speech; 24% strongly disagreed that they are confident when giving a speech and only 20% said that they are confident when giving a speech; 40% said that they get confused when giving a speech and 28% said the contrary; 36% said that they are relaxed while giving a speech and 28% strongly disagreed; 48% of respondents agreed that they are tense and rigid while giving a speech and 20% said the contrary; 36% said that they do fear to give a speech.



	No fear to give speech	Tense and rigid while giving speech	Relaxed while giving a speech	Get Confused when giving a speech	Confident when giving a speech	Forget facts while giving a speech
Strongly agree	2	4	0	5	2	3
Agree	4	12	9	10	5	3
Undecided	1	2	0	3	6	0
Disagree	9	5	2	7	6	6
Strongly disagree	9	2	7	0	6	13

Figure 4.5: Speech anxiety

4.3.3 Communication using a computer

From figure 4.6, it is observed that majority of respondents 52% strongly agreed that they look forward the opportunity to interact with other on the computer and 4% disagreed; 44% strongly disagreed that they loss word while interacting on line and 16% agreed; 44% said that they do not avoid to communicate via computer; 68% are afraid to voice their opinion when interacting with others online; 56% said that they do not enjoy giving presentation online; and 56% are afraid to express themselves in group discussions online.

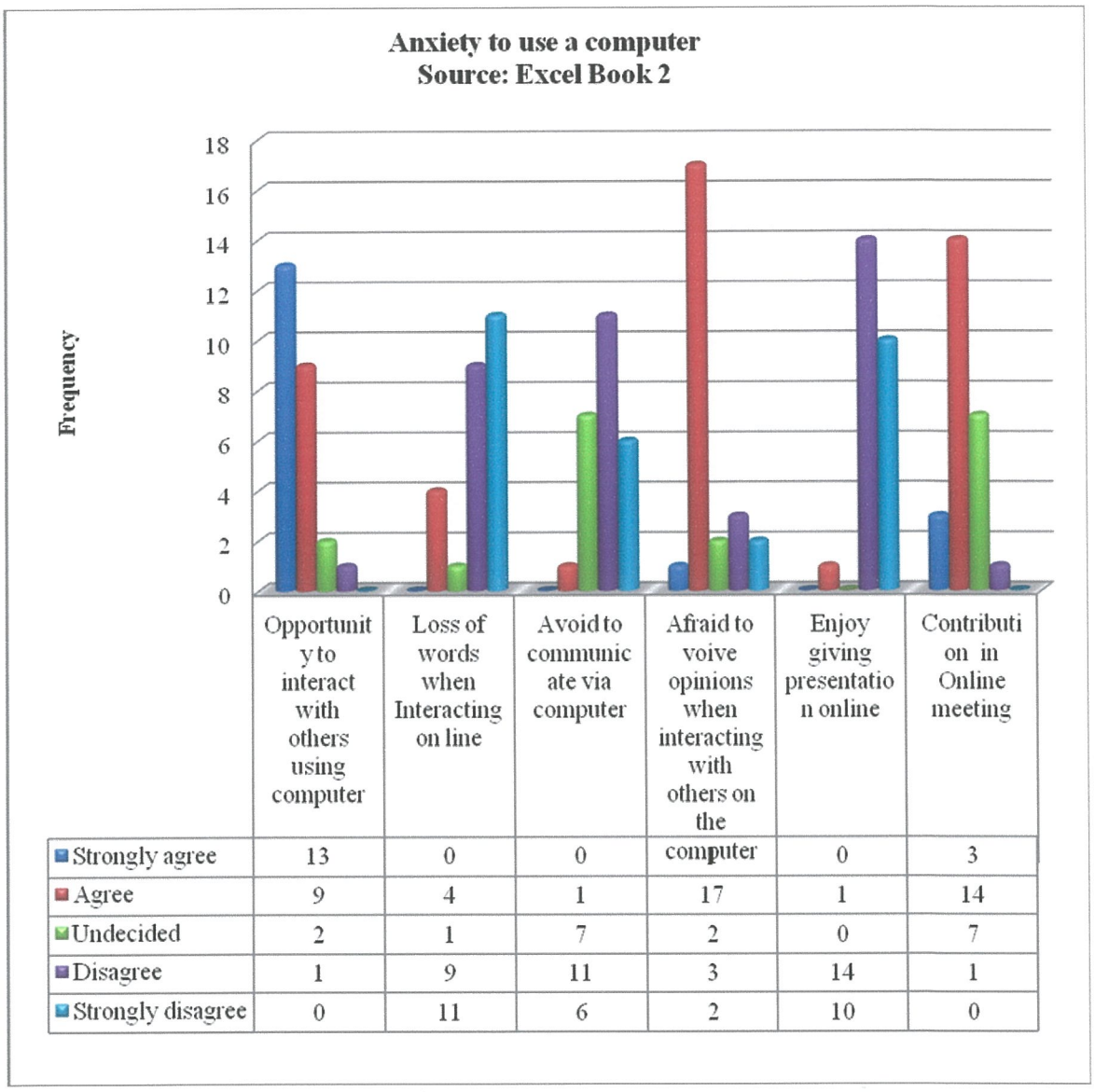
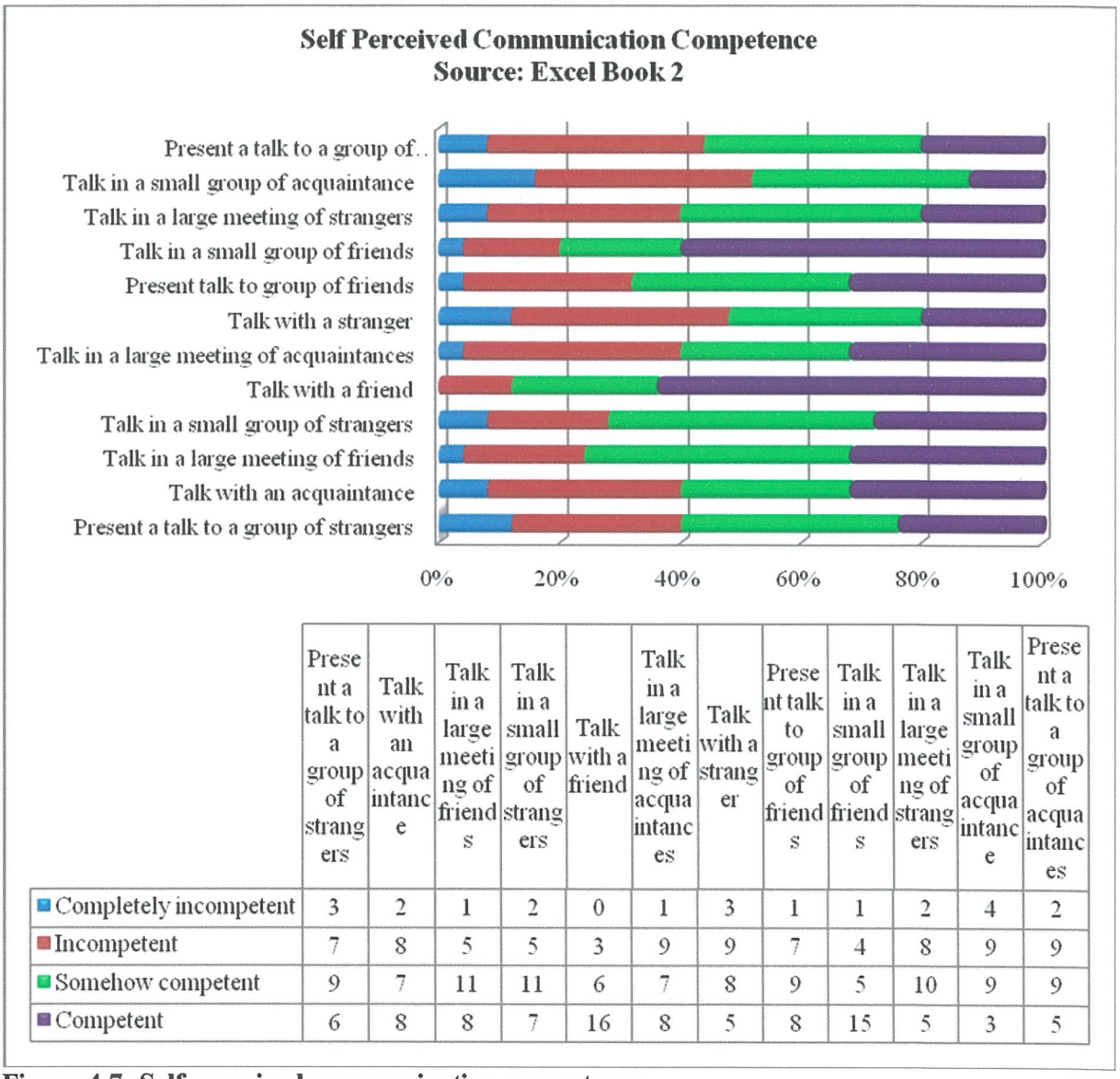


Figure 4.6: Anxiety to use a computer

4.3.4 Audience based communication apprehension

From figure 4.7, it is observed that 36% of respondents are somehow competent at presenting a talk to a group of acquaintances and 36% of them said that they are incompetent. Relatedly, 36% of respondents said that they are incompetent at talking in a small group of acquaintances and 36% said that they are somehow competent; only 20% are competent at talking to a large meeting of strangers and 40% are somehow competent; 20% of respondents are somehow competent at talking in a small group of friends and 60% of them are competent; 36% are somehow competent at presenting talk to a group of friends and 32% are

competent; 36% are incompetent at talking with strangers and only 20% are competent; 36% of participants are incompetent at talking in a large meeting of acquaintances and 32% of them are competent; 64% are competent when it comes to talk with a friend and only 12% are incompetent; 44% of participants are somehow competent at talking in a small group of strangers and 28% are competent; 4% are completely incompetent at talking in a large meeting of friends and 44% are somehow competent; 32% are incompetent at talking with an acquaintance and 32% are competent; 12% are completely incompetent at presenting a talk to a group of strangers and only 24% are competent.



	Present a talk to a group of strangers	Talk with an acquaintance	Talk in a large meeting of friends	Talk in a small group of strangers	Talk with a friend	Talk in a large meeting of acquaintances	Talk with a stranger	Present talk to group of friends	Talk in a small group of friends	Talk in a large meeting of strangers	Talk in a small group of acquaintance	Present a talk to a group of acquaintances
Completely incompetent	3	2	1	2	0	1	3	1	1	2	4	2
Incompetent	7	8	5	5	3	9	9	7	4	8	9	9
Somehow competent	9	7	11	11	6	7	8	9	5	10	9	9
Competent	6	8	8	7	16	8	5	8	15	5	3	5

Figure 4.7: Self perceived communication competence

4.4 Causes of communication apprehension at (GFR)

Majority of respondents 72% agreed that although communication apprehension depends on personal traits such as shyness, and quietness, at Global Family Rescue, it is mainly caused by relationship between managers and subordinates. 54% said that it might also be caused by the level of communication skills of employees, 36% said that communication apprehension at GFR is caused by low self-esteem or poor self image among employees and 32% said that communication apprehension among GFR employees is caused by stress and frustration.

4.5 Job satisfaction

4.5.1 Company and administrative policies

It is observed from figure 4.8 that majority of respondents 68% are highly satisfied with the flow of communication and information in the organization and only 12% are not satisfied; 48% of respondents are highly satisfied with the extent to which they are involved in the identification of the organizational goals and 32% are not satisfied; 36% are highly satisfied with the method by which change and innovation is implemented in the organization and 32% are not satisfied; 40% are highly satisfied about the way conflicts are resolved in the organization and 20% are not satisfied, 44% are somehow satisfied about the organizational structure and 36% are highly satisfied whereas 20% are not satisfied.

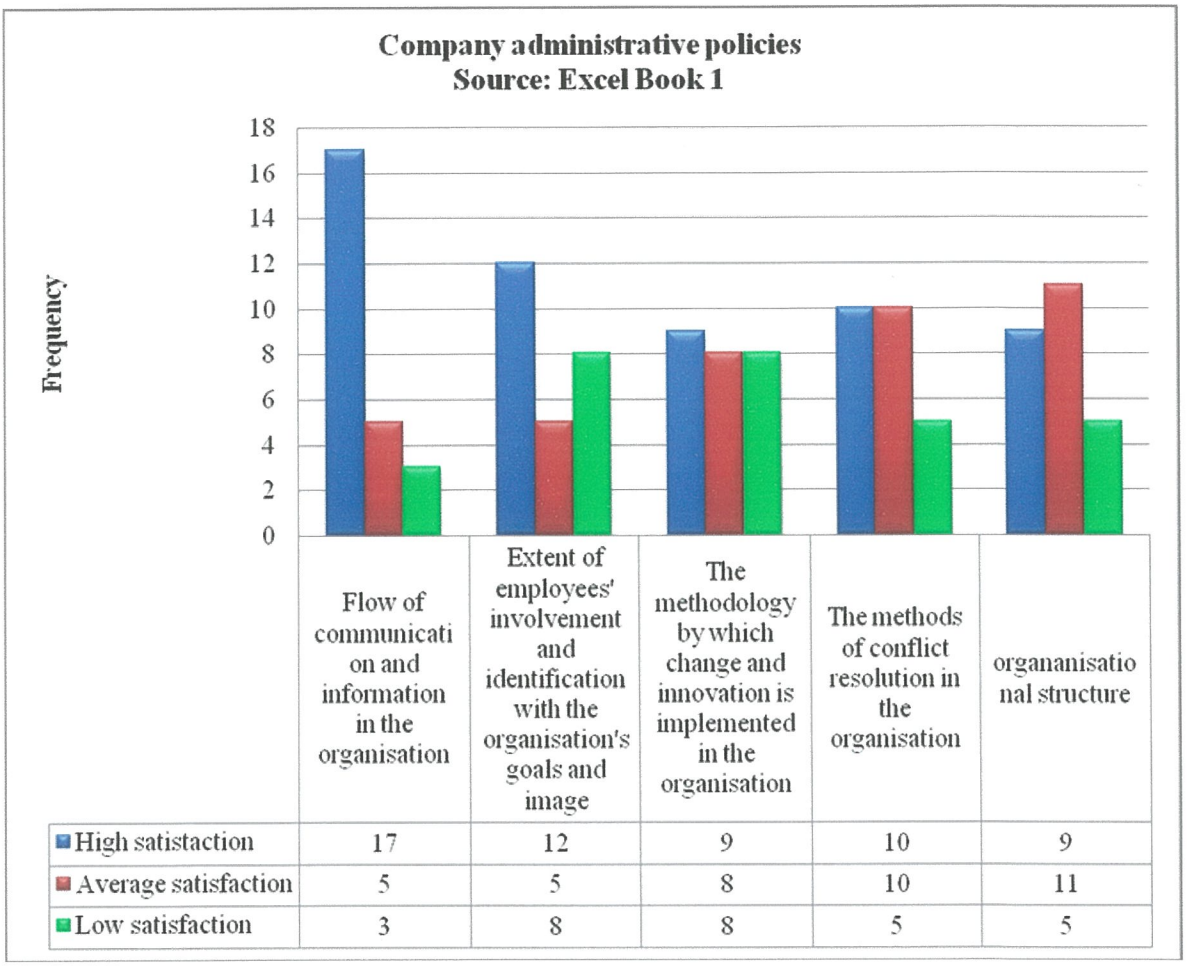
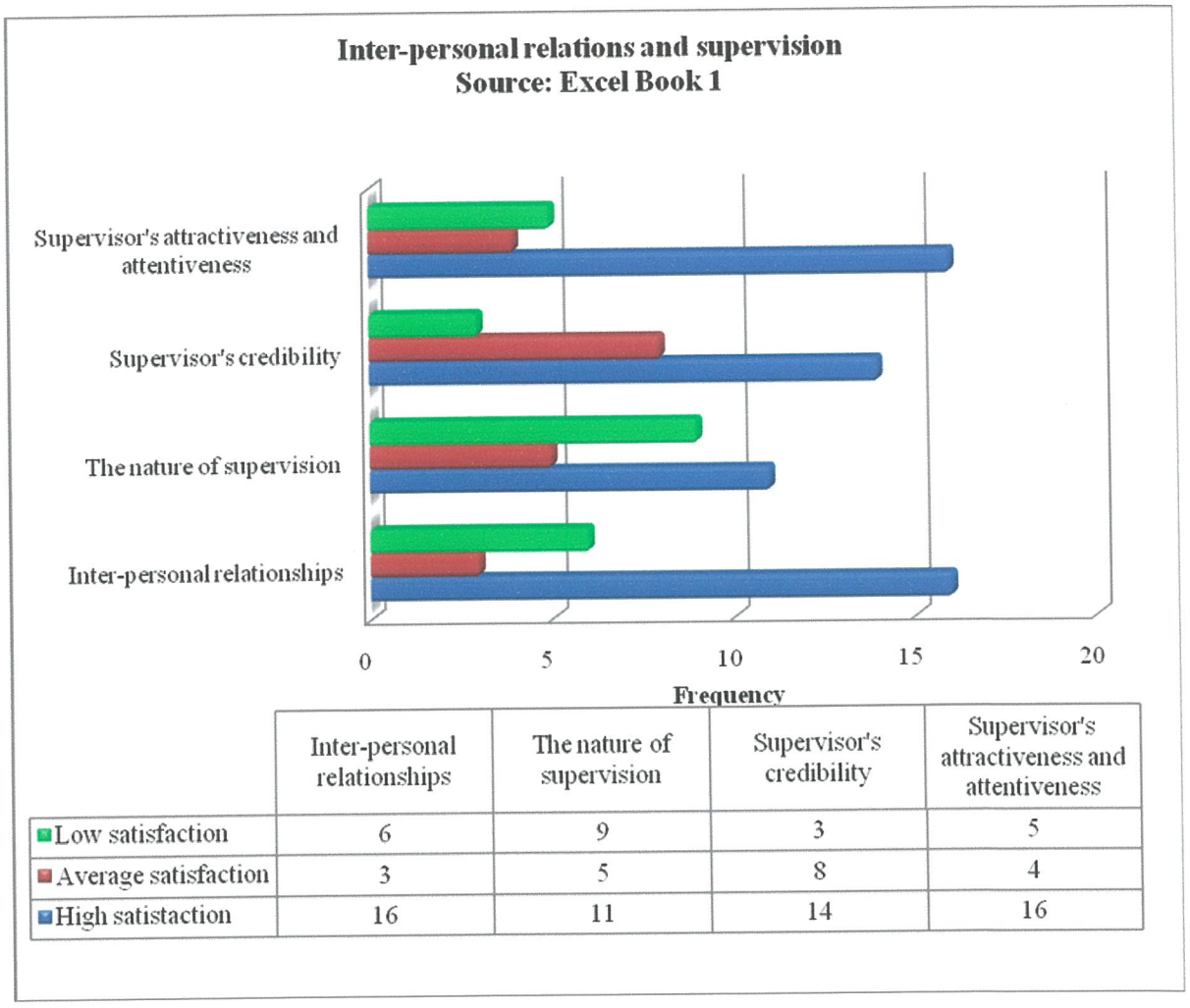


Figure 4.8: Company and administrative policies

4.5.2 Interpersonal relations and supervision

The researcher realized that generally, GFR's employees are satisfied with inter-personal relations and supervision as it is observed from figure 4.9. 64% said that they are highly satisfied with inter-personal relationships and only 24% said the contrary. While 44% said that they are highly satisfied with the nature of supervision, 36% said that they are not satisfied. As far as supervisor's credibility is concerned, more than a half of respondents 56% said that they are highly satisfied and 12% are not satisfied, 64% said that they are highly satisfied with their supervisor's attractiveness and attentiveness whereas 20% are not satisfied.

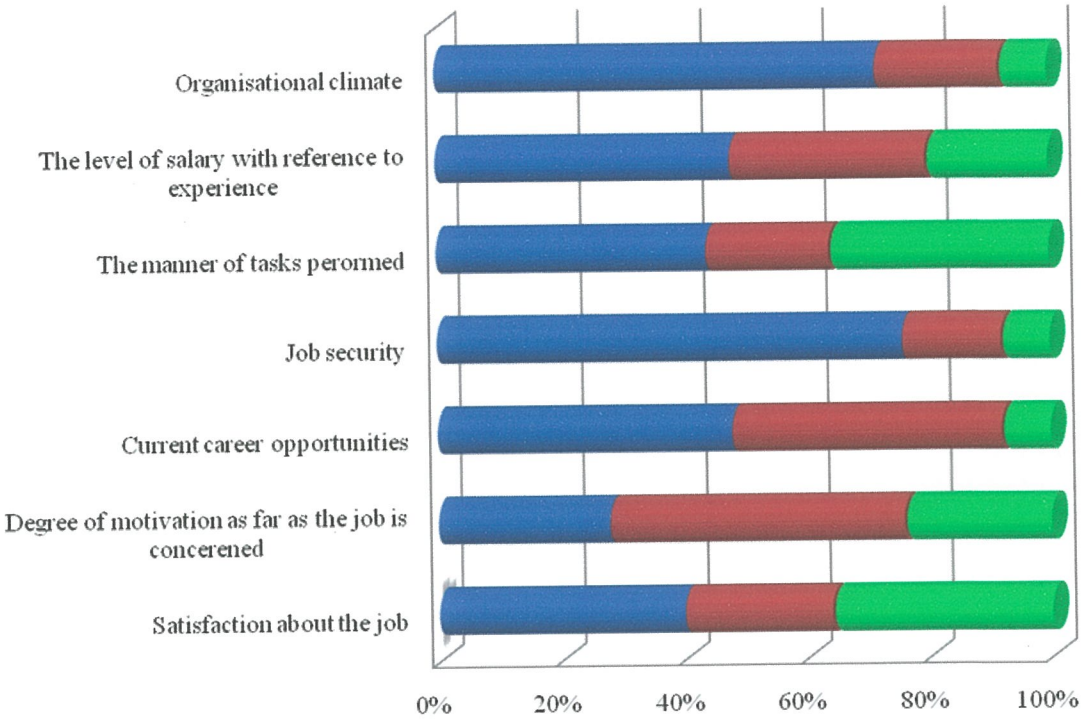


	Inter-personal relationships	The nature of supervision	Supervisor's credibility	Supervisor's attractiveness and attentiveness
Low satisfaction	6	9	3	5
Average satisfaction	3	5	8	4
High satistaction	16	11	14	16

Figure 4.9:Inter-personal relation and supervision

4.5.3 Job, salary and working conditions

The researcher realized that GFR employees are highly satisfied with the organizational climate and job security as observed form figure 4.10. 40% of respondents are highly satisfied about the job itself while 36% are not satisfied, almost a half of respondents 48% said that the degree of motivation as far as job is concerned is somehow satisfactory, 76% of respondents are highly satisfied with job security 48% are highly satisfied about the career opportunities available in the organization, 44% of participants are satisfied with the manner in which tasks are performed, 48% are satisfied with their salary with reference to experience, and 72% of participants are highly satisfied with organizational climate.



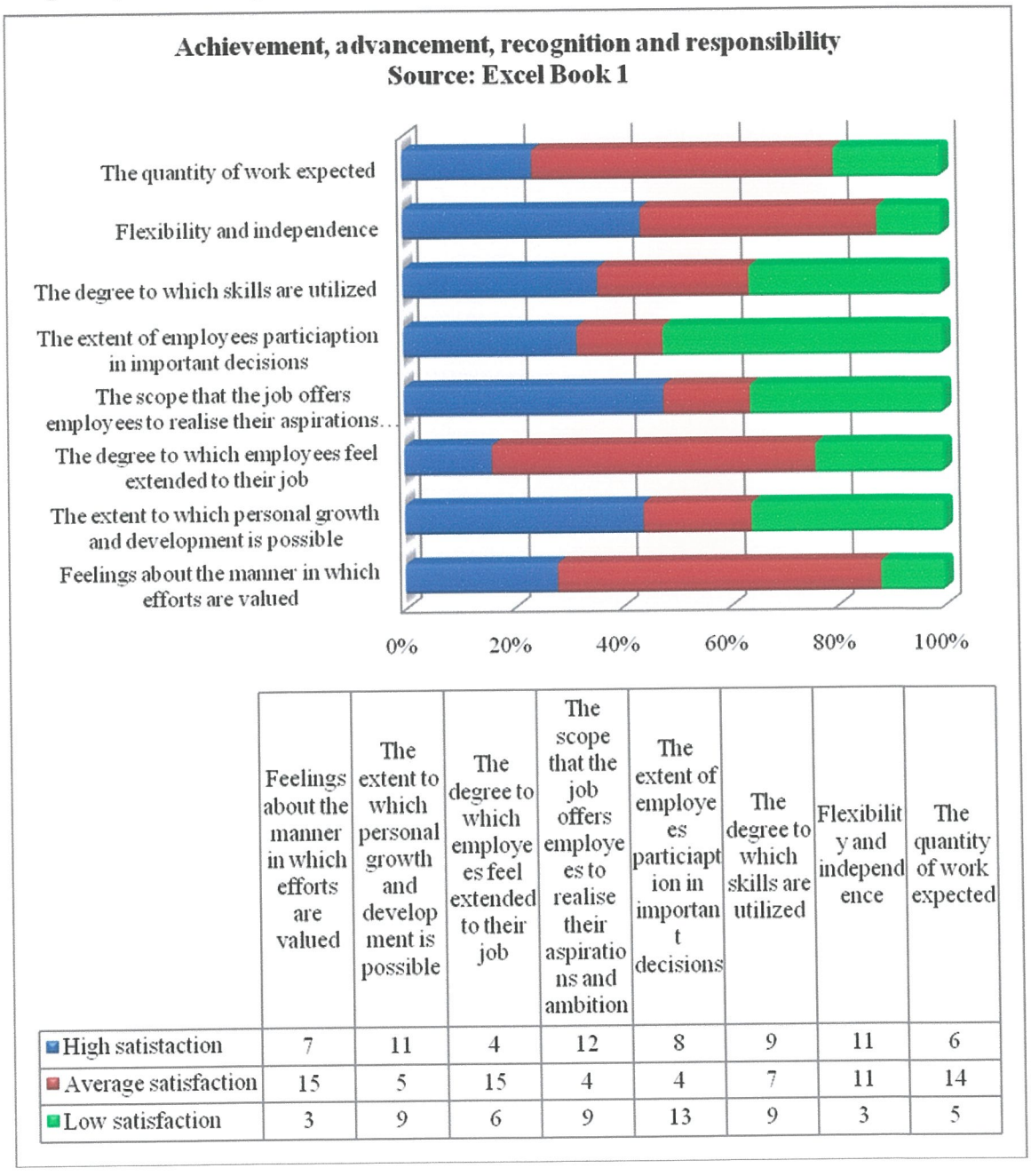
	Satisfaction about the job	Degree of motivation as far as the job is concerened	Current career opportunities	Job security	The manner of tasks perormed	The level of salary with reference to experience	Organisational climate
High satistaction	10	7	12	19	11	12	18
Average satisfaction	6	12	11	4	5	8	5
Low satisfaction	9	6	2	2	9	5	2

Figure 4.10: Job, salary and working condition

4.5.4 Achievement, advancement and recognition

It is observed from figure 4.11 that 60% of respondents are somehow satisfied about the way their efforts are evaluated; only 44% are satisfied with the extent to which personal growth and development is possible, 60% are somehow satisfied with the degree in which employees feel extended to their jobs, 48% are satisfied with the scope that the job offers employees to realize their aspirations, more than a half of respondents 52% are not satisfied with the extent

to which they participate in decision making process, 36% are satisfied with the degree to which their skills are utilized, and 36% are not satisfied, 44% are highly satisfied with the degree of independence and flexibility in the organization, 56% are somehow satisfied with the quantity of work expected.



	Feelings about the manner in which efforts are valued	The extent to which personal growth and development is possible	The degree to which employees feel extended to their job	The scope that the job offers employees to realise their aspirations and ambition	The extent of employees participation in important decisions	The degree to which skills are utilized	Flexibility and independence	The quantity of work expected
High satistaction	7	11	4	12	8	9	11	6
Average satisfaction	15	5	15	4	4	7	11	14
Low satisfaction	3	9	6	9	13	9	3	5

Figure 4.11: Achievement, advancement, recognition and responsibility

4.6 Impact of communication apprehension on employee performance.

Working in a group

It is observed from table 4.5 that 40% of respondents prefer to work in a group instead of working alone, 44% said the contrary and 16% are not sure.

Table 4.5: Working in a group

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	10	40.0	40.0	40.0
	No	11	44.0	44.0	84.0
	Not sure	4	16.0	16.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

Interaction with others

From table 4.6, it is observed that majority of respondents 52% do not have any problem to work in departments where there are many people, 28% said that they would prefer to work in departments where they do not interact with others like laboratory and accounting, 20% are not sure.

Table 4.6: Avoid interaction with others

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	7	28.0	28.0	28.0
	No	13	52.0	52.0	80.0
	Not sure	5	20.0	20.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

Group leadership

It is observed from table 4.7 that 48% of participants have ever chaired a group, 48% said the contrary and 4% are not sure.

Table 4.7: Leading a group

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	12	48.0	48.0	48.0
	No	12	48.0	48.0	96.0
	Not sure	1	4.0	4.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

Responsibilities

It is observed from table 4.8 that 40% of respondents do not like taking responsibilities, 36% are not sure if they can, and only 24% do like taking responsibilities.

Table 4.8: Taking responsibilities

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	6	24.0	24.0	24.0
	No	10	40.0	40.0	64.0
	Not sure	9	36.0	36.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

Self esteem

Participants were asked if they would like to have someone to proof read their work before submission. As observed from table 4.9 that majority of respondents 56% do not need someone to proof read their work, 32% said the contrary and 12% are not sure.

Table 4.9: Self esteem

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	8	32.0	32.0	32.0
	No	14	56.0	56.0	88.0
	Not sure	3	12.0	12.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

Group

From table 4.10, it is observed that 40% of participants belong to a group, 40% do not belong to a group and 20% are not sure.

Table 4.10: Having a group

		Frequency	Percent (%)	Valid %	Cumulative %
Valid	**Yes**	10	40.0	40.0	40.0
	No	10	40.0	40.0	80.0
	Not sure	5	20.0	20.0	100.0
	Total	**25**	**100.0**	**100.0**	

Source: SPSS output 1

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter discusses information presented in chapter four, and it contrasts the data from the field with the existing literature as reviewed in chapter two. The chapter also presents conclusions of the study, possible recommendations, limitation of the study, and finally areas for further research.

5.2 Discussions of findings

5.2.1 Demographic information

The researcher realized that 55.6% of female are aged between thirty four to forty two years old while 55.6% of their male counterparts are aged between twenty six to thirty three years old. As far as educational level is concerned 75% of female are bachelor's degree holder and 38.5% of their male counterpart are master's degree holders.

On the other hand, 66.7% of female have been working with Global Family Rescue for a period below one year and 38.5% of male have more than seven years working experience with Global Family Rescue.

5.2.2 Types of Communication apprehension among employees of (GFR)

Trait like Communication apprehension

Various scholars such as (Ayres, Hopf, & Will, 2000) and (Beatty, McCroskey, & Heisel, 1998) agreed that two prime factors causing communication apprehension are hereditary and the existing circumstances of the person. As far as this study is concerned, communication

apprehension caused by circumstances in working environment was researched on with a particular case study of Global Family Rescue.

Trait like communication apprehension is one of the types of CA which refers to the anxiety over communication regardless of any environmental circumstances. This includes writing CA and oral CA.

As for this study, the researcher realized majority of respondents 68% fear evaluation. Most of the time, fear of evaluation affect the performance of employees because they are likely to avoid written tasks in the organization as argued by (Beatty, McCroskey, & Heisel, 1998). The researcher further realized that 32% agreed that their minds get blank when working on a composition; 28% avoid writing and only 12% think that expression of ideas through writing is a waste of time. (Figure4.1)

On the other hand, majority of respondents 52% look forward the opportunity to interact with others using computer. As far as anxiety to use computer is concerned, the researcher realized that 68% of respondents are afraid to voice their opinion when interacting with others on the computer and 56% agreed that they like to contribute in online group meetings. (Figure4.6)

Context based communication apprehension

Public speaking, group discussions, conversation and meetings are some sorts of context-based communication apprehension researched on this study. According to McCroskey as cited by (Runey, p. 5) "scores on context can range from a low of 6 to a high of 30. Any score

above 18 indicates some degree of apprehension". In addition McCroskey said that the overall CA score should range between 24 and 120.

McCroskey as cited by (Runey, p. 5) stated that scores between 83 and 120 indicate a high level of communication apprehension; scores between 55 and 83 indicate a moderate level of communication apprehension and scores between 24 and 55 indicate a low level of communication apprehension. In our study, it was found that GFR's employees have lower level of communication apprehension 51 as observed from table5.1. However, these employees tend to be more apprehensive in group discussion and meetings than in conversation and public speaking.

Table 5.1: Scores on context based CA

Context based CA	Scores
Group Discussion	16
Meetings	15
Conversation	9
Public Speaking	11
Total	**51**

It was found that 60% of employees, who are afraid to speak up in conversation (Figure4.4), get confused when giving a speech; 24% of them forget facts when giving a speech (Figure4.5). 16% of employees who are afraid to speak up in conversation get nervous when participating in meetings (Figure4.3) and 12% of them get nervous when participating in group discussions (Figure4.2). As far as rigidity and anxious when giving a speech, the

researcher realized that 12% of people who have this problem forget facts while giving a speech(Figure4.5) and 12% of them get nervous when participating in meetings.(Figure4.3)
The researcher went ahead to find out the relationship between variables. It was realized that people who are afraid to speak up in a conversation are likely to get confused when giving a speech as Pearson's coefficient of correlation shows a positive relationship of 0.318 between the two variables. Pearson's coefficient also shows that there is a positive but weak correlation of 0.151 between forgetting facts while giving a speech and anxious to speak up in conversation.

Audience-based communication apprehension

In his view, (Beatty & Beatty, 2001) audience based CA is defined as a relatively enduring orientation toward communication with a given person or group of people. As far as this study is concerned, presenting a talk to a group of friends, acquaintances and stranger; talking in a meeting with them and a mere talk with them were researched on.

According to Daly, McCroskey, et al., as cited by (Runey, 2004) scores above 87 = high self perceived communication competence, scores below 59 = low self perceived communication competence. Table 5.2, shows that a verage between strangers, acquaintance and friends represents 63% which is above low self perceived communication competence. This means that GFR employees are somehow competent in communicating with friends, strangers and acquaintances. However, it is observed that GFR employees claim to be incompetent in dealing with strangers as indicated by the average score in communication with strangers 58%.

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Table 5.2: Audience based CA

Audience based CA	Scores (%)
Public	64
Meeting	62
Group	59
Dyad	66
Strangers	58
Acquaintance	61
Friends	69

On the other hand, the researcher realized that 66.7% of participants who are completely incompetent at talking with a stranger are competent at talking with a friend, 66.7% of people who are incompetent in talking with a friend are also incompetent in talking with a stranger, 37.5% of people who are competent in talking with a friend are incompetent in talking with a stranger, and only 18.8% of people who are competent in talking with a friend are competent in talking with a stranger. 12.5% of participants who are competent in talking with a friend are completely incompetent in talking with an acquaintance; 33.3% of people who are somehow competent in talking with a friend are incompetent in talking with an acquaintance, 31.3% of respondents who are competent in talking with a friend are also competent in talking with an acquaintance.

In addition, it was observed that 66.7% of participants who are competent at presenting a talk to a group of friends are incompetent at presenting a talk to a group of acquaintances; 50% of people who are incompetent at presenting a talk to a group of friends are somehow competent

at presenting a talk to a group of acquaintances, 75% of them are somehow competent at talking in a large meeting of acquaintance and 40% of them are competent of talking to a large meeting of strangers.

It was also realized that 6.7% of participants who are competent at presenting a talk to a group of friends are completely incompetent at talking to a group of strangers and 13.3% are competent either at presenting a talk to a group of friends or talking to a meeting of strangers; and 46.7% of respondents who are competent at presenting talk to a group of friends are incompetent at talking in a meeting of acquaintance and only 40% are at the same time are competent at presenting a talk to a group of friends and acquaintances.

5.2.3 Causes of communication apprehension

According to (Amber, 2005) causes of communication apprehensive tendencies in nature are more mental than physical. In this case study, the researcher realized that communication apprehension among employees of GFR is mainly caused by the relationship between managers and subordinates as argued by almost three quarter of respondents. This is sometimes due to unclear expectations from supervisors to subordinates. Another fact that causes communication apprehension is the employees' level of communication skills.

5.2.4 Effects of communication apprehension on job satisfaction of GFR employees.

Various scholars such as Gail, Walter, Tymon, and Kenneth, (1994), (Amber, 2005), (Burk, 2001) agreed that high level of communnication apprehension among employees resulted in avoidance of communication or withdraw incase they can not avoid communication, avoid group work, low self esteem among employees, and small friendship networks.(Gail, Walter, Tymon, and Kenneth, 1994) concurred with (Amber, 2005) that avoidance involves managing communication demands so that communication does not take place. At work they

are unlikely to volunteer for team projects, rather prefers to work alone as indicated by (Amber, 2005). As far as this study is concerned, it was found that 44% of GFR employees prefer to work alone, and 40% do not mind working in a group which shows that a small number of employees have high level of communication apprehension; it was also observed that 40% of participants do not belong to a group.(Table4.5)

In a related insight, the researcher realized that only 31.3% of employees who said that they prefer to work alone are highly satisfied with interpersonal relationship, and 50% of employees who do not mind working in a group are highly satisfied with interperonal relationship. In addition, only 20% of employees who do not mind working in a group are highly satisfied with current carreer opportunity. The researcher also realised that although 90% of those employees who do not mind working in a group said that their jobs are secured and 50% of them are not satisfied with the job itself.

On the other hand, Gail, Walter, Tymon, and Kenneth, (1994) stated that some studies have found that individuals with high levels of communication apprehension tend to interact less frequently with small groups, and when they do interact their quality of contribution is usually far less substantial than that of their peers who do not suffer from high communication apprehension. As for this study, it was found that only 28% of respondents prefer to work in departments where they do not interact with many people such as accounting department(Table4.6). This shows that not many people fear to interact with a big group of peers. However, 31.3% of employees who avoid interaction with others are highly satisfied with interpersonal relationships and only 26.3% are satisfied with their job security.
As much as group leadership is concerned, (Ayres & Heuett, 1997) argued that people with high level of communication apprehension usually do not volunteer to lead the group. In this

study, the researcher discovered that 48% (Table4.7) of GFR employees have never chaired a group. However, this might affect employee's performance as many people fear to take initiative in leadership.

In a comparative stand point, the researcher realized that majority of respondents who have ever led a group are highly satisfied with inter-personal relationships within their organization. In addition; 50% of them are highly satisfied with the extent of their involvement and identification with the organization goals and image 33.3% of respondents who have never led a group are not satisfied with the extent of their involvement and identification with the organization goals and image. It was also discovered that 50% of those who have never led a group have a minimum satisfaction as far as the degree of motivation as far as job is concerned.

In their view, McCroskey, Richmond, and Davis as cited by (Borzi & Mills, 2001) found that individuals who have a high level of communication apprehension also have a low level of self esteem. In our case, it was found that only 32% of participants do require someone to proof read their work before submission (Table4.9). This implies that these people are not confident of themselves. However, only 50% of them are highly satisfied with the nature of supervision, 75% are highly satisfied with the supervisor's credibility and 87.5% are satisfied with the supervisor's attractiveness and attentiveness.

5.3 Conclusions

From discussions of findings presented in previous section, a set of conclusions can be drawn:

It can be concluded that writing apprehension is the main type of communication apprehension affecting GFR employees. This is justified by the fact that majority of participants fear evaluation of their scripts and this resulted in avoiding to write and will finally affect work performance of employees. While in context based CA, GFR employees proved to be more apprehensive in group discussions and meetings than in conversation and public speaking, on the side of audience based CA, GFR employees are more apprehensive when communicating with strangers than when communicating with friends or acquaintances.

Inter-personal relationship (especially between managers and subordinates) was observed to be the main cause of communication apprehension among GFR employees. This however might be caused by unclear expectations from supervisors, which is due to undefined responsibilities and job description.

The level of communication apprehension among GFR employees affects the level of their job satisfaction in one way or another. Employees with high level of communication apprehension prefer jobs with as little communication as possible, and they are not generally as dominant as those with low level of communication apprehension. In addition, they do not bother for promotion and advancement. They also do not like to volunteer for team projects, rather prefer to work alone, and tend to interact less frequently with small groups, and when

they do interact, the quality of their contribution is usually far less extensive than that of their peers who do not suffer from high communication apprehension.

5.4 Recommendations

The following recommendations will be of great importance when implemented:

- Closely mentor individuals that struggle to communicate effectively but show promise as effective knowledge managers.Identifying problems before the individual ascends the organizational hierarchy will likely have a high return on investment.
- Suggest a strong formal education process for those individuals involved in knowledge management. Taking just one public speaking might be sufficient for an individual to build confidence.
- Build practical communication skills rather than theory. The immediate yield will boost the apprehensive individuals toward greater communication effectiveness.
- Put effective communicators in positions where they manage knowledge.
- GFR management should have internal training and development department dedicated to the advancement of its employees. This will help employees to overcome fear of communication.
- Overall the health of the organization can be improved by fostering an environment where apprehensive communicators can receive counsel, education, or specific training to enhance any communicative deficit they might have.
- This research clearly suggests that there will be a direct improvement in the ability of those individuals in terms of their ability to acquire, create, and apply knowledge in their organization if their communication apprehensiveness can be decreased.

5.5 Limitations of the study

The researcher employed self administered questionnaire to employees who are not conversant with English, the researcher overcame this by interpreting in Luganda.

The researcher faced inadequate financial problems that make it very difficult to move around Kampala. Besides this, printing, photocopying and typing the report up to the final work was very costly.

In order to minimize non responses, the researcher decided to investigate few variables under types of communication apprehension. Therefore, the results of this study are limited by techniques of data collection and measures used which make external validity difficult to measure. Findings are applicable to the case study used, so it is difficult to say that these results are applicable to all NGO, s in Uganda, nor the region.

5.6 Areas for future research

There is a need for improved methodologies that can triangulate research methods so as to get an in-depth understanding of the concept of communication apprehension in workplaces.

In addition, this situational analysis of effects of communication apprehension on employee's job satisfaction provides a framework within which strategies to reduce and overcome, communication apprehension in workplaces can be developed. However at this point of analysis, additional research needs to be undertaken in order to understand factors contributing to communication apprehension in workplaces.

While there have been a few studies tying communication apprehension into job satisfaction, more research needs to be done in this area. Many of the communication apprehension studies to date have only looked at communication apprehension in the classroom, or when

dealing with stage fright. Studies like this are very important when assessing the types of individuals that are working for a company.

Furtherance to that, a comparative study should be conducted so as to see whether public or private organizations have and set training policies, because the researcher could not generalized the findings of the study due to the fact that it was limited to just one private organization (GFR).

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

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P.O.BOX 20000
KAMPALA- UGANDA.
TEL:-041-266813

OFFICE OF THE DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

2nd MARCH 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RECOMMENDATION OF FIDEL PETER

This is to inform you that the above named is our registered student (**MHR/7813/71/DF**) in the School of Post Graduate Studies pursuing a Master of Arts in Human Resource (**MA HRM)**

He has completed his taught courses and he is left to work on his research."Communication Apprehension in a Work place & its effects on Job Satisfaction: A Case study of Global Family Rescue (GFR)-Uganda.

Any assistance accorded to him regarding Research, will be highly appreciated

Yours faithfully,

For Prof. Owolabi O. Samuel
DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

APPENDIX B: LETTER FROM GFR

GLOBAL FAMILY RESCUE

THE DIRECTOR

10TH MARCH 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RECOMMENDATION OF FIDEL PETER

This is to inform you that the above name is authorized to conduct research in GFR.

Any assistance accorded to him regarding Research, will be highly appreciated.

Yours faithfully,

Jerome Mukunda

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APPENDIX C: QUESTIONNAIRE

Mr. Fidel Peter

Kampala International University

PO BOX: 20 000

Kampala

Tell: **+255 753 195581**

E-Mail: **fidelmags@yahoo.com**

16th February 2009

Dear Respondent,

This questionnaire is part of my research project in partial fulfillment of the requirements for the award of a Degree of Masters of Arts in Human Resource Management (MAHRM) by Kampala International University. This dissertation will be to investigate "***Communication Apprehension in a Workplace and Its Effects on Employee Job Satisfaction: A Case Study of Global Family Rescue (GFR)-Uganda***". Answering all questions truthfully will be your important contribution to my research.

The questionnaire should take you about five minutes. Please read the instructions carefully, and answer all questions in the space provided. If you wish to add further comments feel free to do so. The information you provide will be held in strict confidentiality and used only for the academic research purposes as stated above.

I hope you will find completing the questionnaire enjoyable, and I thank you for taking the time to help me. If you have any queries or would like further clarification, please feel free to reach me through any of my contacts. Thank you for your assistance.

Yours Sincerely,

Fidel Peter

SECTION A: DEMOGRAPHIC INFORMATION

Instructions: Cross (x) the answer of your choice among the alternatives provided, where there is space, feel free to give you opinion

1. Gender
   - ☐ Male
   - ☐ Female

2. Age
   - ☐ 18 to 25 years old
   - ☐ 26 to 33 years old
   - ☐ 34 to 42 years old
   - ☐ 43 to 50 years old
   - ☐ Above 50 years old

3. Educational level
   - ☐ Diploma
   - ☐ Bachelor degree
   - ☐ Masters Degree
   - ☐ PhD
   - ☐ Others (Specify) _____

4. Working experience in related work
   - ☐ Below one year
   - ☐ One to three years
   - ☐ Four to six years
   - ☐ More than seven years

SECTION B: COMMUNICATION WITH OTHERS/ORAL COMMUNICATION

DIRECTIONS: This section is composed of sixteen statements concerning feelings about communicating with other people/oral communication. Please indicate the degree to which each statement applies to you by marking whether you: Strongly Agree **(SA)**, Agree **(A)**, Undecided **(UD)**, Disagree **(D)** or Strongly Disagree **(SD)**. Work quickly; record your first impression.

	SA	A	UD	D	SD
I am tense and nervous while participating in group discussions.					
I am calm and relaxed while participating in group discussions					
Generally, I am nervous when I have to participate in a meeting					
Usually I am calm and relaxed while participating in meetings.					
I am very calm and relaxed when I am called upon to express an opinion at a meeting.					
I am afraid to express myself at meetings.					
Communicating at meetings usually makes me uncomfortable.					
I am very relaxed when answering questions at a meeting.					
Ordinarily I am very calm and relaxed in conversations.					
I'm afraid to speak up in conversations.					
I have no fear of giving a speech.					
Certain parts of my body feel very tense and rigid while giving a speech.					
I feel relaxed while giving a speech.					
My thoughts become confused and jumbled when I am giving a speech.					
I face the prospect of giving a speech with confidence.					
While giving a speech, I get so nervous I forget facts I really know.					

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SECTION C: WRITING APPREHENSION SCALE

DIRECTIONS: This section is composed of eight statements concerning feelings about writing. Please indicate the degree to which each statement applies to you by marking whether you Strongly Agree **(SA)**, Agree **(A)**, Undecided **(UD)**, Disagree **(D)** or Strongly Disagree **(SD)**. Work quickly; record your first impression.

	SA	**A**	**UD**	**D**	**SD**
I avoid writing					
I have no fear of my writing being evaluated					
I look forward to writing down my ideas					
My mind seems to go blank when I start to work on a composition					
Expressing ideas through writing seems to be a waste of time					
I like to have my friends read what I have written					
I enjoy writing					
I don't like my compositions to be evaluated					

SECTION D: COMMUNICATION USING A COMPUTER

DIRECTIONS: This section is composed of eight statements concerning feelings about communicating with others using a computer. Please indicate the degree to which each statement applies to you by marking whether you: Strongly Agree **(SA)**, Agree **(A)**, Undecided **(UD)**, Disagree **(D)** or Strongly Disagree **(SD)**. Work quickly; record your first impression.

	SA	A	UD	D	SD
I look forward to the opportunity to interact with others on the computer					
Although I speak fluently with friends, I am at a loss of words when interacting online					
I always avoid communicating via computer if possible					
I dislike having to limit my communication to what is possible on a computer					
I am afraid to voice my opinions when interacting with others on the computer					
I would enjoy giving a presentation to others online					
I look forward to expressing myself during online meetings					
I am afraid to express myself in group discussions online.					

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SECTION E: AUDIENCE BASED COMMUNICATION APPREHENSION

The following are 11 situations in which you might need to communicate. People's abilities to communicate effectively vary greatly, and sometimes a person is more competent to communicate in one situation than another. Indicate how competent you believe you are to communicate in each of the following situations. Indicate in the space provided to the left of each number what your estimated competence is.

Presume. 1 = completely incompetent. 2 = Incompetent. 3= Somehow competent and 4=Competent.

_____ 1. Present a talk to a group of strangers.
_____ 2. Talk with an acquaintance.
_____ 3. Talk in a large meeting of friends
_____ 4. Talk in a small group of strangers.
_____ 5. Talk with a friend.
_____ 6. Talk in a large meeting of acquaintances.
_____ 7. Talk with a stranger.
_____ 8. Present talk to group of friends.
_____ 9. Talk in a small group of friends
_____ 10. Talk in a large meeting of strangers.
_____ 11. Talk in a small group of acquaintance

SECTION F: CAUSES OF COMMUNICATION APPREHENSION

What do you think are the causes of communication apprehension in this organization?

_____
_____
_____
_____
_____

SECTION G: JOB SATISFACTION

DIRECTIONS: This section is composed of twenty four statements concerning feelings about job satisfaction. You can test your own level of job satisfaction by rating **all** the 24 aspects of your job given below **honestly.**

1. Communication and information flow in your organization:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

2. Inter-personal relationships:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

3. Feeling about the manner in which your efforts are valued:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

4. The job itself:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

5. Degree of motivation as far as the job is concerned:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

6. Current career opportunities:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

7. The level of job security:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

8. Extent of your involvement and identification with the organization's goals and image:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

9. The nature of supervision:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

10. The methodology by which change / innovation is implemented in the organization:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

11. The manner of tasks you are required to perform:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

12. The extent to which personal growth and development is possible:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

13. The methods of conflict resolution in your organization:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

14. The scope your job offers for you to realize your aspirations and ambition:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

15. The extent of your participation in important decisions:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

16. The degree to which your skills are utilized:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

17. Flexibility and independence allowed:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

18. The organizational climate:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

19. Your level of salary with reference to your experience:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

20. Your satisfaction with the organization structure:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

21. The quantity of work expected / allotted to you:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

22. The degree to which you feel extended in your job:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

23. Supervisor's credibility:

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

24. Supervisor's attractiveness and attentiveness

High Satisfaction ☐ ☐ ☐ ☐ ☐ ☐ Low Satisfaction

SECTION H: EFFECTS OF COMMUNICATION APPREHENSION ON JOB PERFORMANCE

From the following table tick the answer of your choice:

	Yes	No	Not sure
I prefer to work alone instead of working in a group			
I prefer to work in a department where I don't interact with many people such as laboratory and accounting			
Have you ever chaired a group?			
Do you like taking responsibility			
I'd like to have someone to proof read any piece of my work before submission			
Do you have a group that you belong to in the organization?			

Thank you for your collaboration!

APPENDIX D: FORMULAS APPLIED ALL OVER THE STUDY

Content validity ratio and content validity index

CVR

$$CVR - \frac{n_{3,4} - n_{1,2}}{N/_2}$$

Where $n_{3,4}$: Number of items or questions judged quite relevant and very relevant

$n_{1,2}$: Number of items judged not and somewhat relevant

N: Number of people asked to assess the questionnaire

$$CVR = \frac{60 - 16}{4/_2} = \frac{44}{2}$$

$$CVR = 22$$

CVI

Content Validity Index was calculated by dividing the total number of items judged to be quite and very relevant with obtained content validity Ratio.

$$CVI - \frac{16}{22} - 0.73$$

$$CVI \cong 0.7$$

This CVI is accepted because normally it should be greater than 0.5 ($CVI \geq 0.5$) as argued by (Okurut and Aguli 2007). The CVI of 0.7 implies that the questionnaire is worth to be administered.

Personal Report of Communication Apprehension (PRCA-24)

DIRECTIONS: This instrument is composed of twenty-four statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you **strongly agree (1-SA), agree (2-A), undecided (3-U), disagree (4-D), or strongly disagree (5-SD).**

Work quickly; record your first impression.

Question	Response				
1. I dislike participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
2. Generally, I am comfortable while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 – SD
3. I am tense and nervous while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
4. I like to get involved in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
5. Engaging in a group discussion with new people makes me tense and nervous.	1 - SA	2 - A	3 - U	4 - D	5 - SD
6. I am calm and relaxed while participating in group discussions.	1 - SA	2 - A	3 - U	4 - D	5 - SD
7. Generally, I am nervous when I have to participate in a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
8. Usually I am calm and relaxed while participating in meetings.	1 - SA	2 - A	3 - U	4 - D	5 - SD
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
10. I am afraid to express myself at meetings.	1 - SA	2 - A	3 - U	4 - D	5 - SD
11. Communicating at meetings usually makes me uncomfortable.	1 - SA	2 - A	3 - U	4 - D	5 - SD
12. I am very relaxed when answering questions at a meeting.	1 - SA	2 - A	3 - U	4 - D	5 - SD
13. While participating in a conversation with a new acquaintance, I feel very nervous.	1 - SA	2 - A	3 - U	4 - D	5 - SD
14. I have no fear of speaking up in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
15. Ordinarily I am very tense and nervous in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
16. Ordinarily I am very calm and relaxed in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
17. While conversing with a new acquaintance, I feel very relaxed.	1 - SA	2 - A	3 - U	4 - D	5 - SD
18. I'm afraid to speak up in conversations.	1 - SA	2 - A	3 - U	4 - D	5 - SD
19. I have no fear of giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
20. Certain parts of my body feel very tense and rigid while giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
21. I feel relaxed while giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
22. My thoughts become confused and jumbled when I am giving a speech.	1 - SA	2 - A	3 - U	4 - D	5 - SD
23. I face the prospect of giving a speech with confidence.	1 - SA	2 - A	3 - U	4 - D	5 - SD
24. While giving a speech, I get so nervous I forget facts I really know.	1 - SA	2 - A	3 - U	4 - D	5 - SD

An overall communication apprehension (CA) score

DIRECTIONS: Compute subs-cores for four communication contexts–group discussions, meetings, interpersonal conversations, and public speaking– and an overall communication apprehension (CA) score. Strongly agree=1 point, agree=2 points, undecided=3 points, etc.

Sub scores	Scoring Formula
Group discussion	18+scores for items 2, 4, and 6; – scores for items 1, 3, and 5
Meetings	18+scores for items 8, 9, and 12; – scores for items 7, 10, and 11
Interpersonal conversations	18+scores for items 14, 16, and 17; – scores for items 13, 15, and 18
Public speaking	18+scores for items 19, 21, and 23; – scores for items 20, 22, and 24

Scores on the four contexts (groups, meetings, interpersonal conversations, and public speaking) can range from a low of 6 to a high of 30. Any score above 18 indicates some degree of apprehension.

To determine your overall CA score, add together all four sub scores.

Your score should range between 24 and 120. If your score is below 24 or above 120, you have made a mistake in computing the score.

Scores between **83 and 120** indicate a high level of communication apprehension.

Scores between **55 and 83** indicate a moderate level of communication apprehension.

Scores between **24 and 55** indicate a low level of communication apprehension.

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Self Perceived Communication Competence Scale

(Daly, McCroskey, et al., 1997)

DIRECTIONS: The following are 12 situations in which you might need to communicate. People's abilities to communicate effectively vary greatly, and sometimes a person is more competent to communicate in one situation than in another. Indicate how competent you believe you are to communicate in each of the following situations. Indicate in the space provided to the left of each number what your estimated competence is. Presume 0 = completely incompetent and 100 = competent.

_____ 1. Present a talk to a group of strangers.

_____ 2. Talk with an acquaintance.

_____ 3. Talk in a large meeting of friends.

_____ 4. Talk in a small group of strangers.

_____ 5. Talk with a friend.

_____ 6. Talk in a large meeting of acquaintances.

_____ 7. Talk with a stranger.

_____ 8. Present talk to group of friends.

_____ 9. Talk in a small group of friends.

_____ 10. Talk in a large meeting of strangers.

_____ 11. Talk in a small group of friends.

_____ 12. Present a talk to a group of acquaintances.

Scoring: To compute the sub scores, add the percentages for the items indicated and divide the total by the number indicated below.

Public 1 + 8 + 12; divided by 3

Meeting 3 + 6 + 10; divided by 3

Group	4 + 9 + 11; divided by 3
Dyad	2 + 5 + 7; divided by 3
Stranger	1 + 4 + 7 + 10; divided by 4
Acquaintance	2 + 6 + 9 + 12; divided by 4
Friend	3 + 5 + 8 + 11; divided by 4

To compute the total score, add the sub scores for Stranger, Acquaintance, and Friend. Then divide that total by 3. Scores above 87 = high self perceived communication competence, scores below 59 = low self perceived communication competence.

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