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ABSTRACT

A study was conducted to ascertain the extent of the relationship between communication apprehension and self-concept as they relate to videotaping. Specifically, the study investigated whether it is communication apprehension or self-concept or some combination of the two that prevents students from using videotapes to improve speech skills. Subjects, 217 speech students, completed the Personal Report of Communication Apprehension, the Tennessee Self-Concept scale, and an instrument gauging students' views about being videotaped during speech class. Results suggested that students were bothered by the idea of videotaping but thought it would be a good idea even if it did bother them. It also seemed that the immediate prospect of being videotaped was more troublesome than it might have been later in the semester. A possible explanation for the results of this study is that there is very little relationship between the level of communication apprehension and self-concept. It is suggested that apprehension of videotaping may be no more than a specialized form of communication apprehension. (DF)

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Videotaping

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Videotaping: Relationship Between Communication

Apprehension and Self-Concept

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Abstract

As a result of the "hi-tech revolution" video taping has replaced audio taping in many classrooms. Previous research indicates that video taping both does and does not enhance skill development in students. The question of importance is: "How does videotaping affect students' self-concepts, especially those students with low self-concepts and high communication apprehension? This study assesses the relationship between communication apprehension and self-concept as they relate to videotaping. Results indicate a low correlation between self-concept and apprehension of video taping; however, there is a significant relationship between communication apprehension and apprehension of videotaping. Students with high communication apprehension may not have low self-concepts. Apprehension of video taping may be no more than a specialized form of communication apprehension.

Videotaping: Relationship Between Communication
Apprehension and Self-Concept

In the United States today, we're in the midst of the hi-tech revolution, and a very important part of this revolution is the video recorder. In fact, Williams (1979) says that communication in the year 2000 will be "immensely technological." Since its inception, advocates have been promoting the use of video taping to improve different aspects of education and teaching, from helping students improve their classroom performances (Bradley, 1970; Deihl, Breen and Larson, 1970; Porter and King, 1972) to helping teachers improve their teaching (Gibson, 1968, Seiler, Schuelke and Lieb-Brilhart, 1984). But what do we really know about the use of the video recorder in the classroom? Does the level of a student's communication apprehension or self-concept - or some combination of the two affect student learning through videotaping?

One popular concept about the use of video recordings is that those being video recorded enjoy seeing themselves on the monitor (Bloom, 1969). However, not all subjects enjoy seeing themselves, and their desire not to be viewed on TV stems from the very reasons that proponents advocate its use. First, a video tape can be kept, viewed many times, and analyzed thoroughly (Bloom, 1969). Seiler, et al, (1984) indicate that use of the

video tape allows teachers to analyze speech, gestures and faulty organization of materials and is useful for teaching delivery skills like public address.

Dieker, Crane and Brown (1971) found that students who view themselves on TV increase their actual self-ratings significantly less than do comparable students without self-viewing. Their conclusion was that non-viewing tended to inflate students' self-concepts. Hirschfeld (1968) and Frandsen, Larson and Knapp (1968) also found that video taping can affect one's self-concept. McCroskey and Lashbrook (1970) indicate that its use can make either a positive or negative effect on students, depending on its use in the classroom. Video tape viewing does not necessarily enable a student to correct his communication problems.

In previous research (Daniel, 1983) it was suggested that video taping could enhance skills in the instances where students were not highly apprehensive, such as upper level speech courses. This may account for positive results by Porter and King (1972) and Becker, Bowers and Gronbeck (1968) while other researchers using students in the fundamentals course (Bradley, 1970; Deihl, Breen and Larson, 1970, for example) have found no significant changes. As Williams (1979, p. 93) pointed out, "We must somehow encourage the content of our vast media alternatives to make

a contribution to the self-concept and self-worth of the individual." So far, little attention has been given to the aspect of self-concept and the use of the video recorder in the classroom setting.

Self-concept, as defined by Klopff and Cambra (1983, p. 50), is "the total collection of attitudes, beliefs and values which an individual holds with respect to his behavior, his ability, his body, his worth as a person---in short, how he perceives and evaluates himself." This self-concept is drawn from the sum total of a person's experiences and tends to affect not only the way the person views him/herself, but also the person's communication. It affects both verbal and nonverbal behaviors and the meanings we assign to those behaviors. Thus, any communication experience (either positive or negative) can change, or at least affect, one's self-concept.

It seems then, that one's self-concept ought to be somewhat related to one's communication apprehension level. Communication apprehension, as defined by McCroskey (1977, p. 78), is "an individual's level of fear or anxiety associated with either real or anticipated (oral) communication with another person or persons." In previous research, McCroskey, Daly, and Sorenson (1976, p. 378) communication apprehension was described as a "broad-based personality-type characteristic." Their study also

supported the concept that communication apprehension has a broad relationship with a person's total personality. In other research, McCroskey, Daly and Sorenson (1976) found that communication apprehension is correlated with a variety of socially undesirable personality characteristics. High communication apprehension was correlated negatively with self-image. It was also negatively correlated with cyclothymia, emotional maturity, dominance, surgency, character, adventurousness, confidence, self-control, and trustfulness.

As Lustig and King (1980) summarized, high communication apprehension individuals engage in less oral communication by avoiding many social situations, and by remaining silent when social situations cannot be avoided. They are also perceived less favorably than low communication apprehension individuals by themselves and others and less competent as well.

If these conditions as described in the previous research, are accurate, then it seems that a person's communication apprehension level should also be reflected by the person's level of self-concept. But, how much of a person's communication apprehension level can be accounted for by self-concept?

Griffin and Gilham (1971, p. 70) indicate that "the self-confident speaker is one who is willing to rely upon his speech ability in a communication situation; speech anxiety is shown by

a person's unwillingness or reluctance to rely upon himself in a communication situation. His self-concept is at st . . ."

Henrikson (1943) concluded that speech training gives students self-confidence.

Roberts (1972) found an interaction between success in the speaking situation and self-image. As the self-concept decreases, the ability to communicate effectively also decreases. Each time students with low self-concepts fail, they reinforce their low self-esteem.

It is possible that the effect here is what Wiemann (1981, p. 303) describes as the theory of objective self-awareness. According to the theory, ". . . when a person becomes an object of his/her own attention, he/she will tend to evaluate the self negatively and, as a consequence, become anxious." Objective self-awareness might be induced by such things as other people (members of a speech class) or cameras (as in a video recorder). Although anxiety did dissipate within 3 minutes in this study, it is not clear what effect communication apprehension played in the video taping.

As was reported earlier (Daniel, 1983) a relationship seems to exist between communication apprehension and students' attitudes toward the use of video tape. However, we do not know the nature of the relationship. The purpose of this research is to attempt

to ascertain the extent of the relationship between communication apprehension and self-concept as they relate to video taping. More specifically, it was to answer some of the questions raised in that previous study as to whether it is communication apprehension or self-concept, or some combination of the two that prevents some students from using a video tape to improve skills.

A second purpose was to attempt to find out what it is that students do not like about being video-taped, since the vast majority (204 of 230 students) in a previous study indicated that video recording bothered them, but the results asking for clarification were not clear.

Procedure

At the beginning of the spring semester, 1984, 247 students in the Fundamentals of Speech course at East Central Oklahoma University completed the PRCA, McCroskey's (1970) instrument for measuring Communication Apprehension. During the following week students completed the Tennessee Self-Concept scale, the most frequently used of the self-concept scales. Finally, during the class session preceding the first speech in the class, instructors administered the Video instrument (Appendix A) concerning students' views about being videotaped during their Fundamentals of Speech class.

Because of students who had dropped the course before completing all three instruments, students who were absent during instrument completion, or because of incomplete instrument, only the 217 students who completed all three are included in this study. Although students represented all levels of undergraduate students (1136 were Freshmen; 54 were Sophomores; 20 were Juniors, and 7 were Seniors) the distribution was uneven and largely Freshman in nature. Of the 217 subjects, 110 were females and 107 were males. Students ranged in age from 18 to 47 with 180 (82.9%) being between the ages of 18 and 21. They had a mean age of 20.76.

Several data analyses were performed to determine the relationships involved among Communication Apprehension, Self-Concept and Videotaping. First reliability estimates were obtained for the Tennessee Self-Concept Scale, the PRCA and the Video instrument. Second, a series of partial correlations were calculated between students' views on videotaping and the PRCA, controlling for Self-Concept. Finally, frequencies were obtained for students' responses to what bothers them about being videotaped.

Results

Reliability estimates for the Tennessee Self-Concept Scale, the PRCA and the Video instrument were calculated using Cronbach's

Alpha. Data for the Tennessee Self-Concept produced a mean of 304.52 and a Standard Deviation of 14.85 with an Alpha reliability coefficient of .61. Data for the PRCA produced a mean of 75.69 and a Standard Deviation of 15.82 with an Alpha reliability coefficient of .916. Data for the Video instrument were calculated using the first three items (A,B, and C) plus the 7-item semantic differential scale. The data produced a mean of 24.46 with a Standard Deviation of 9.77 and an Alpha reliability coefficient of .923.

Partial correlations were calculated to examine the relationships among Communication Apprehension, Self-Concept and Videotaping. First, a partial correlation was calculated between the PRCA score and students responses to the individual responses to being videotaped (responses A,B,C, and the semantic differential scale), controlling for Self-Concept (see Table 1). Results show a significant relationship between the PRCA scores and students responses to all items when the effect for Self-Concept was controlled for. The Zero-order correlations show a low correlation between Self-Concept and each of the Video scale items (see Table 2).

Since the reliability results indicated that the Video scale was reliable as a whole, another partial correlation was calculated using the composite of A,B,C, and the semantic-

differential scale. Results show again that there is a significant relationship between the PRCA score and the Video score when controlling for Self-Concept (see Table 3).

Finally, students were asked to identify what bothered them about being videotaped. They were asked to indicate one or more of five responses or to mark a sixth category (Other) and to specify what bothered them about being videotaped. Results indicate that there are basically two things that bother them: making mistakes, and the newness of the experience (see Table 5). It is of interest to note that only ten students marked all five of the areas as "bothering" them. All but two of the ten had PRCA scores above 80.

Discussion

This study was a follow-up to a study presented at the Speech Communication Association Convention, 1983, in which some serious doubts were raised about the use of videotaping students who are high Communication Apprehensives. The results suggest that there is a weak relationship between a student's level of Communication Apprehension and his/her self-concept as measured by the Tennessee Self-Concept Scale. The relationship that was found earlier (Daniel, 1983) between Communication Apprehension and videotaping seems to be no more than an apprehension of videorecording. Indeed, it may be the "specialized" form of CA-Video Apprehension- what McCrowsky (1982) refers to as "situational CA." The apprehension in this case may be due to

the novelty of the video recorder (a new experience), the formality of the recording situation which distinguishes it from the more informal classroom setting without the recorder, the conspicuousness of the situation or the fact more attention is drawn to the speaker in this situation, or some combination of the above situations.

The results for the correlations are interesting to note. The correlations between students' PRCA scores and their desire to avoid immediate videotaping (the next class period) was high (.4273) compared to being recorded later in the semester (.3527). However, the highest correlation was with item C-- "Would videotaping bother you?" (.4949), and the lowest correlation was with the semantic-differential scale (.2752). It seems, then, that students were bothered by the videotaping idea, but thought that it might be a good idea even though it would bother them. It seems further that the immediate prospect of being videorecorded was more "bothersome" than it would be later in the semester. It may be that if videorecording were to be put off until later in the semester, students felt that they could be better prepared for the venture, so it did not bother them as much as if they had to be video recorded the next class period. It is also a possibility that videorecording

could be totally forgotten if it were put off until later. Another possible explanation for "C" being the highest is that students may have thought that if videorecording bothered them too much, maybe they would not have to be recorded at all.

McCroskey (1970) described Communication Apprehension as a broad-based personality-type characteristic. However the data in this study indicate that Communication Apprehension is only slightly related to a person's self-concept. A supplementary analysis indicated that the PRCA correlated most strongly with the "self-criticism" dimension of the Self-Concept scale (.2957). Although a significant relationship was found with the self-criticism dimension, the overall relationship was not strong. The relationship between self-criticism and Communication Apprehension is a logical one in that it seems that the high communication apprehensives are the ones who tend to criticize themselves more and be more critical of their own skills by saying, "I can't do that" and other equally self-degrading comments.

A possible explanation for the results of this study is that there is very little relationship between one's level of communication apprehension and one's self concept. If this is true, then we have little to worry about as we videorecord

students in our classes. On the other hand, we still have not explained why some students (and groups of students) can use the videorecorder to improve skills training and others cannot. This has been the concern of several researchers (Daniel, 1983; Deihl, et. al., 1970; Porter and King, 1972, for example). Why is it that some students (and some researchers) find that the video recorder can be used to enhance skills and some others cannot? If there is little relationship between one's self-concept and one's level of communication apprehension, then we ought to be able to find a way to increase skills training by use of the VTR.

A second possible explanation for these results is that what we have here is what McCroskey and Beatty (1984) found in their study. They report that Communication Apprehension is "an accumulation of communication state anxiety experiences." (p. 83). If the PRCA is a measure of state anxiety, and they seem to have supported that contention, then we also might want to look more closely at self-concept and the fact that it is more of a trait than a state condition. One does not change one's self-concept overnight. This is something more stable and resistant to change. The state-trait argument has been around for years and the trait conceptualization for the

PRCA seems to have been upheld in several studies (McCroskey & Beatty, 1984; Parks, 1980; Richmond, 1978, for example). Since neither Richmond nor Parks found the "trait" characteristics they were looking for, and this study did not find a strong relationship with self-concept, a "trait", then the PRCA could possibly be the wrong instrument to use to detect the relationship between self-concept and those fears students have of performing in front of the videorecorder, no matter what we may call this concept. As Newburger (1982a, 1982b) pointed out, too frequently when "self" constructs are being measured, the instruments used often fit only the perception of the dependent variable held by the authors of a particular study, resulting in construct/validity concerns. Newburger also stressed that "self" construct instrument selection must be preceded by a constitutive defining of the "self" construct under consideration, placing the construct in a specific context with tangible parameters.

Again, these results do not account for the findings of McCroskey, Daly, and Sorenson (1976) in which they assessed "self-esteem" and "personality" characteristics. Are personality and self-esteem related to the self-concept? Are there measures of state and trait self-concept? Before we make sweeping changes in our use of the video recorder in our classrooms, it

is still important that we find out more of this relationship and what effect we are making on students' self-concepts before we rush into the "media age" with cameras in one hand and grade books in the other, looking for our students to have made substantial gains in their skills from this rage of media hype.

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Table 1

Partial Correlation Coefficients between PRCA and Video Instrument
controlling for Self-Concept.

	A	B	C	S-D
PRCA	.4208	.3459	.4916	.2705
	(214)	(214)	(214)	(214)
	S= .000	S= .000	S= .000	S= .000

Table 2

Zero Order Partial

	PRCA	A	B	C	S-D	S-C
PRCA	1.0000	.4273	.3527	.4949	.2752	.0866
	(0)	(215)	(215)	(215)	(215)	(215)
	S=####	S= .000	S= .000	S= .000	S= .000	S= .102
A	.4273	1.0000	.6950	.6834	.4516	.1411
	(215)	(0)	(215)	(215)	(215)	(215)
	S=.000	S=#####	S= .000	S= .000	S= .000	S= .019
B	.3527	.6950	1.0000	.6574	.4420	.1229
	(215)	(215)	(0)	(215)	(215)	(215)
	S=.000	S= .000	S=#####	S= .000	S= .000	S= .035
C	.4949	.6834	.6574	1.0000	.4652	.0754
	(215)	(215)	(215)	(0)	(215)	(215)
	S=.000	S= .000	S= .000	S=#####	S= .000	S= .135
S-D	.2752	.4516	.4420	.4652	1.0000	.0735
	(215)	(215)	(215)	(215)	(0)	(215)
	S=.000	S= .000	S= .000	S= .000	S=#####	S= .141
S-C	.0866	.1411	.1229	.0754	.0735	1.0000
	(215)	(215)	(215)	(215)	(215)	(0)
	S=.102	S= .019	S= .035	S= .135	S= .141	S=#####

Table 3

Partial Correlation Coefficients for the Video Scale, controlling for Self-Concept.

	Video
PRCA	.3588
	P<.001

Table 4

Zero Order Partial Correlations for Video

	PRCA	VIDEO	S-C
PRCA	1.0000 S=.000	.3642 S= .000	.0866 S= .102
VIDEO		1.000	.0972 S= .077

Table 5

Student responses to what bothers them about being videotaped.

	Frequency of Response
1. I may not look good on tape.	52
2. I may make mistakes.	130
3. Others might see the tape.	56
4. It's a new experience to me.	92
5. I don't like seeing myself on TV.	40
6. Other.	7