

**Topic: Relationship between communication apprehension and alexithymia among
emerging adults in Kerala**

Dissertation submitted in partial fulfilment of the requirements for the award of
Bachelor's of Science in Psychology

By

Nileena Vilasan

Register No: SB20PSY041

Under the guidance of

Malavika Jaisankar

Assistant Professor

Department of Psychology



ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to: Mahatma Gandhi University

MARCH 2023

CERTIFICATE

This is to certify that the dissertation entitled, “Relationship between Communication Apprehension and Alexithymia among Emerging Adults in Kerala”, is a bonafide record submitted by Nileena Vilasan, Reg.no. SB20PSY041, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Malavika Jaisankar and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

Date:

Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa’s College, Ernakulam

Ms. Malavika Jaisankar

Assistant Professor

Department of Psychology

St. Teresa’s College, Ernakulam

External Examiner 1:

External Examiner 2:.....

Internal Examiner:

DECLARATION

I, Nileena Vilasan, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Malavika Jaisankar, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Nileena Vilasan

Place: Ernakulam

Date:

ACKNOWLEDGEMENT

It is not possible to prepare a project report without the assistance and encouragement of other people. This one is certainly no exception. I would like to express my deep heartfelt gratitude to the Department of Psychology, St. Teresa's College, Ernakulam for providing me with the opportunity to undertake the research.

I acknowledge my indebtedness and deep sense of gratitude to my research guide, Ms. Malavika Jaisanakar, Assistant Professor, Psychology, for encouraging and guiding me throughout all the phases of my research.

I extend my sincere thanks to my parents, teachers and my friends who all have supported me throughout the time. I am grateful to each and every one who has given me guidance, encouragement, suggestions and constructive criticisms which has contributed immensely for this project.

Above all, I thank God Almighty for blessing me in all the stages of the project and for helping me complete the project successfully.

Thanking you

Nileena Vilasan

Table of Contents

	Content	Page No.
Chapter I	Introduction	1
	Need and Significance of the study	8
Chapter II	Review of Literature	10
Chapter III	Method	24
	Operational Definition	25
	Research Design	25
	Sample	25
	Tools	27
	Data Analysis	30
Chapter IV	Result and Discussion	33
Chapter V	Conclusion	37
	References	39
	Appendices	43

List of Tables

Table No.	Title	Page No.
3.1	Summary of Socio Demographic Information of the Participants	26
3.2		28
3.3		30
3.4	Test of Normality	31
4.1	Correlation between communication apprehension and alexithymia	33
4.2	Independent-Samples Mann-Whitney U Test Summary of Communication Apprehension	34
4.3	Independent-Samples Mann-Whitney U Test Summary of Alexithymia	34

Abstract

Communication apprehension is defined as the “fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 2001) and alexithymia is a personality trait characterized by an inability to recognize and articulate one's own feelings. This study was conducted to investigate if there is any correlation between communication apprehension and alexithymia in individuals of age group 18-25 in Kerala. The study also investigated the prevalence of communication apprehension and alexithymia across gender. A sample of 165 students were collected through the convenient sampling method. Personal Report of Communication Apprehension (PRCA-24) a self report questionnaire and Perth alexithymia Questionnaire (PAQ) was used to measure the respective variables. The data was analyzed using SPSS software. The results obtained suggest that there is a significant correlation between communication apprehension and alexithymia in the particular age group. Also, it was discovered that women are more prone than males to experience communication apprehension, although no such gender difference was discovered for alexithymia.

Key words: Communication Apprehension, Alexithymia

CHAPTER 1- INTRODUCTION

Communication is usually defined as the transmission of information. Depending on whether information is exchanged between humans, members of other species, or non-living objects like computers, different types of communication can be classified. The contrast between verbal and non-verbal communication is significant for human communication. Language-based communications are exchanged during verbal communication. This can be done using natural languages like English or Japanese as well as Esperanto or any artificial language. The exchange of non-verbal communication takes place without the use of a language system. Nonverbal communication can take many different forms, like employing body language, body posture, touch, and tone. The difference between interpersonal and intrapersonal communication is another crucial factor. A phone call or a street greeting are examples of interpersonal communication between two different people. Contrarily, intrapersonal communication refers to speaking to oneself. This can occur either inwardly, such as while fantasizing or participating in inner dialogue, or externally, such as when making a list of things to buy or having a monologue.

Every aspect of your life, in one way or another, involves communication. It plays a significant role when it comes to studies, career development, job interviews, workplace, social networking, etc, especially in the case of students. They must discuss their subjective and objective doubts in order to gain a better practical understanding of the subject they are studying. It is believed that communication anxiety is a causal factor in students' success. It has implications for both interpersonal and academic success. At all educational levels, effective communication skills are essential. Students who lack effective communication skills run the risk of lagging behind their peers or becoming overly emotional in class. Oral and written communication skills are two of the most crucial skill sets that a person needs for academic success. A student's life can be significantly more negatively impacted by oral language communication issues than by written

communication issues. Speech difficulties or stuttering issues can have a profound psychological impact on how people view themselves, which can result in poor academic performance and lowered self-esteem. About 70 percent of individuals in the US experience Communication Apprehension (CA) when they give a speech (McCroskey, 1966).

The interchange of information and ideas at work, or workplace communication, is crucial for organizations to operate efficiently and successfully. In particular with firms who invest the time and effort to build open communication channels, great communication between employees and employers increases morale, productivity, and dedication. These firms or managers gain the trust of their staff members fast, which boosts output and performance. Employees that interact well with their coworkers and managers remain important assets to the business. Understanding information is the goal of communication. In order for communication to be successful, the other person needs to understand all that is being said to them. In an organization, communication allows the exchange of knowledge and understanding between various individuals and departments via a variety of media using all available networks and channels. This information flow is essential for management efficiency and decision-making in general, and in particular for the human resource manager who must communicate with the managers of various departments, staff members, and union leaders. As a result of communication, people become more unified and intimate. The management function of communication is crucial and closely related to all other managerial tasks. Through the exchange of information and understanding, it reduces the distance between individuals and groups. Some businesses struggle with poor communication, which causes conflict, annoyance, and confusion. People are frequently unmotivated to be productive and uninspired to collaborate in hostile environments that are frequently brought on by poor communication. This lack of motivation therefore has a detrimental impact on how employees interact with current and potential consumers, which hurts the business's bottom line. Employees

may get more tense as a result of poor communication, which could lead to conflict. Lack of communication could lead workers to assume the wrong things, including leaving other workers to finish their work whenever this task wasn't previously acknowledged by the team. Good communication eliminates the need for a workplace in the first place.

Research shows families with poor communication are less likely to identify as being close to one another (Samek, D. & Rueter, M., 2011). Family communication is important for the healthy development of kids, teenagers, and young adults. Additionally, research demonstrates that families with poor communication are less likely to experience behavioral issues and at-risk behaviors. In fact, young people's depression or anxiety are significantly more likely to result from poor family communication (Xiao, Z., Li, X. & Stanton, B., 2011). Therefore, we can draw the conclusion that communication is crucial in all spheres of our lives, including family, work, and education.

Communication apprehension according to James McCroskey, is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2001). It is a psychological reaction to evaluation that could swiftly manifest physically as our body reacts to the feared situation. This anxiety stems from both the communicator's own judgment and the expectation or perception of judgment from the audience. This can be communication between individuals or in smaller groups; it's not necessary to do it on stage or in front of a large audience. People can experience some very tangible physical symptoms when they are suffering from communication apprehension. These potential signs and symptoms include a feeling of butterflies in your stomach, dizziness, dry mouth, clammy hands, sweating, faster heartbeats, quivering voices, and panic. Those with a high level of CA tend to exhibit three common behavioral tendencies. People who live their life in a way to avoid all conversation because it would make them uncomfortable are exhibiting

communication avoidance. For instance, they might shun employment that requires a lot of communication or decide to live somewhere with less opportunities for it. When people with CA are in a situation where they are unable to practice communication avoidance, the second behavioral pattern enters the picture. In this situation, the person would adopt communication withdrawal, which could consist of complete silence or the barest amount of communication. Examples include answering questions briefly and only speaking when spoken to. The third behavioral characteristic is communication disruption, which occurs when a person with CA tries to speak but displays discomfort through verbal stutters and ineffective conversational techniques. It occurs when an effort is made to handle a challenging communication circumstance. James McCroskey identified four different categories of communication apprehension: trait-like, generalized-context, audience, and situational communication apprehension. Communication anxiety that is a regular part of a person's behavior is referred to as trait anxiety. The concept of generalized-context communication apprehension reflects the fact that people may be quite nervous about talking in one type of context, but may be less or even not at all nervous about communicating in another sort of context. This sort of communication anxiety typically manifests itself in four key contexts: public speaking, meetings, group discussions, and interpersonal communication. Audience CA reflects how a person responds to the situational restrictions that are imposed by the other person

Emotions are mental states triggered by neurophysiological adjustments, which can be variously connected to ideas, feelings, behavioral reactions, and a level of pleasure or discomfort. Individuals with difficulty managing their emotions are more likely to engage in substance abuse, fail to exercise, adopt poor eating habits, and have sleeping problems (Patel & Patel, 2019). Aside from cultural and environmental cues, several other factors can impact how well we express our emotions (Greenberg, 2016). Usually, subliminal cues are what cause an emotional response,

which happens unconsciously. Emotions therefore regularly affect our actions without our awareness of it. We frequently don't fully understand our feelings until we try to verbalize them. "Expressing feelings well requires clients to be skilled at experiencing, exploring and accurately labeling feelings" (Nelson-Jones, 2005, p. 353).

Alexithymia is a personality trait characterized by an inability to recognize and articulate one's own feelings. Alexithymia's primary trait is a clear dysfunction in social attachment, interpersonal communication, and emotional awareness. Additionally, individuals with severe alexithymia may struggle to recognize and understand the emotions of others, which is thought to result in immature and ineffective emotional responses. Alexithymia is thought to be a personality trait that lowers the likelihood that affected people will respond to standard treatments for the other conditions while increasing their risk for developing other medical and psychiatric disorders. Alexithymia is not considered as a disorder, it is more like a personality trait that varies from individual to individual. Four elements have been conceptually used to define alexithymia. (i) difficulty identifying feelings (DIF) (ii) difficulty describing feelings to other people (DDF) (iii) a stimulus-bound, externally oriented thinking style (EOT) (iv) constricted imaginal processes (IMP). Men who adhere to traditional ideals of masculinity tend to struggle at subclinical levels with recognizing and discussing their feelings (such as thinking that sadness is a feminine emotion). This condition is known as normative male alexithymia. But alexithymia itself occurs in both the sexes. People with alexithymia frequently struggle with the following deficits: difficulties separating feelings from the body sensations of emotional arousal; confusion of physical sensations frequently related with emotions; few dreams or fantasies due to limited imagination; and concrete, realistic, rational thinking, frequently defined by a lack of understanding of the feelings of others. Interpersonal issues can result from alexithymia since these people tend to avoid emotionally intimate interactions or, if they do, they typically present themselves as dependent,

dominant, or impersonal, "so that the relationship stays superficial". There has also been evidence of inadequate "differentiation" between self and others in alexithymic people.

A widespread myth regarding alexithymia is that those who suffer from it are completely unable to verbally communicate their emotions and may even deny that they do so. Sifneos observed that patients frequently brought up topics like anxiety or depression even before he coined the word. Their inability to describe these emotions in detail, beyond a few simple adjectives like "happy" or "unhappy," was what set them apart. The main problem is that people with alexithymia struggle to recognise and describe their feelings to others since they have poorly differentiated emotions. Even after depression and other confounding factors are taken into account, alexithymia is still negatively associated with life satisfaction because it adds to the feeling of emotional separation from oneself and trouble relating to others.

Alexithymia therapy strategies are still in their infancy, and there aren't many effective treatment alternatives accessible. Alexithymia can be successfully treated using a skills-based intervention, according to research by Kennedy and Franklin from 2002. The patients in Kennedy and Franklin's treatment programme received a number of questionnaires, participated in cognitive-behavioral and skills-based treatments, psychodynamic therapies, and experiential therapies. They discovered that participants were generally less hesitant to communicate their emotions after treatment and more aware of their emotional states. In 2018, Löf, Clinton, Kaldo, and Rydén discovered that mentalisation-based therapy is also a successful strategy for treating alexithymia. The ability to distinguish between one's own thoughts and feelings and those of those around them is known as mentalisation. Gaining a deeper comprehension of and proficiency with the use of mentalizing skills is the main goal of this relational treatment. They discovered that the treatment boosted affect tolerance and the capacity to think flexibly while

expressing intense affect rather than impulsive conduct, and that all of the patients' symptoms, including alexithymia, considerably improved.

Rationale of the study

In 2019 a study was conducted on a sample of college students in Chennai named "Level of communication apprehension among college students," which reported that 57% of the students experienced anxiety when communicating in one situation or another (Parveen & Mythili, 2019). Therefore, if there is a correlation between communication anxiety and alexithymia in students, their anxiety about communicating may be brought on by the condition of alexithymia, which is the inability to identify or articulate one's own feelings or emotions. Currently, there is still no effective treatment for alexithymia yet but these students can then be enrolled in programs that teach them how to understand and manage their emotions in order to function well in their daily life.

People with alexithymia frequently exhibit interhemispheric transfer deficits, which are brought on by a decreased corpus callosum. These deficits prevent the proper transfer of emotional information from the right hemisphere of the brain to the language regions in the left hemisphere, which is common in psychiatric patients who have experienced severe childhood abuse. It has been demonstrated that the language-dominant hemisphere has a significant impact on both the use of spontaneous speech and motor speech control. Lack of access to accurate emotional information can increase the likelihood that people will speak slowly and awkwardly. This can be a contributing factor that makes people anxious about expected interpersonal communications or the fear of being unfairly judged. Alexithymia patients struggle to cognitively control their emotions, which can cause sustained elevations in the autonomic nervous system (ANS) and neuroendocrine systems, which can result in somatic diseases. Therefore, it's crucial to identify Alexithymia quickly and seek assistance as soon as you can.

In 2019 Mary Marcel conducted a study on Communication Apprehension Across the Career Span. Working adults engage in a variety of communication activities over the course of

their entire life. The purpose of this study was to measure people's levels of communication apprehension at various phases of their careers. Age, levels of job experience, frequency of delivering presentations, and levels of communication fear were compared among college-educated people aged 20 to 72. The youngest respondents reported the greatest levels of total CA, with scores gradually falling as respondents' ages increased. The study found that younger, less educated, and lower income populations, as well as those between the ages of 15 and 30, were more likely to develop anxiety issues. There hasn't been any research done to determine how communication apprehension and alexithymia are related. More research into communication apprehension in this particular age range is necessary because it the younger population, particularly those who are in college or are just starting their jobs

CHAPTER 2- REVIEW OF LITERATURE

This chapter, review of literature presents studies done in the field of alexithymia and communication apprehension. Following are some of the studies conducted related to variables considered in the present study.

A study named "Observation of couple interactions: Alexithymia and communication behaviors" (Pérusse et al.,2012). The cognitive component of an emotional reaction is thought to be impaired in alexithymia. The crucial need to expand our understanding of how alexithymia affects romantic relationships and, more specifically, communication habits, is addressed in this study. The sample consists of 150 individuals (75 couples), who completed the Toronto Alexithymia Scale (IDCS). Self-alexithymia and partner or self-communication practices were not shown to be correlated in women. Alexithymia was discovered to be related to a man's hostility as well as their partner's hostility, withdrawal, and communication abilities.

A study on alexithymia and personality in relation to social anxiety among university students was carried out in (Dalbudak et al.,2013) examined the associations between social anxiety symptoms, alexithymia, and personality traits in university students and to control the effects of anxiety and depression on these associations. A total of 319 university students from two different universities in Ankara—85 men and 234 women—were examined. Fear or anxiety and avoidance, subscales of the Liebowitz Social Anxiety Scale (LSAS), were discovered to positively correlate with depression, alexithymia, and the TAS-20's "difficulty in identifying feelings" (DIF) and "difficult in describing feelings" (DDF) subscales. The study came to the conclusion that difficulties articulating feelings and harm avoidance were the key relationships between fear or anxiety and avoidance.

A cross-sectional study on the subject of "Burnout and Its Relationships with Alexithymia, Stress, and Social Support Among Romanian Medical Students"(Popa-Velea et al.,2017). When

dealing with the problems of their formation, medical school students frequently encounter emotional difficulties, which can occasionally result in burnout. The prevalence of burnout and its correlations with perceived stress, perceived social support, and alexithymia were assessed in this study among medical students from Romania. At the University of Medicine in Bucharest, 299 preclinical medical students were randomly selected and given a cross-sectional survey to complete. Participants filled out four standardized surveys. Stepwise backward regression was performed to determine which variables had the strongest link to burnout components in addition to the assessment of burnout prevalence. T-tests were also conducted to evaluate gender-related differences. The biggest predictors of emotional weariness and a lack of accomplishment were found to be perceived stress, whereas the strongest predictors of depersonalization were low perceptions of social support (in women) and alexithymia (in men). Emotional tiredness and a lack of personal success seem to make women more susceptible to two aspects of burnout, and higher perceived stress is linked to alexithymia. These findings imply that gender-specific interventions addressing academic burnout can be advantageous, concentrating on important factors like perceived stress and alexithymia. It shows how important it is to study alexithymia when it comes to students.

A study titled "Alexithymia and Mood: Recognition of Emotion in Self and Others" in (Lyvers et al., 2017) looked at the connections between alexithymia and negative moods, negative mood regulation expectancies, facial emotion recognition, emotional empathy, and alcohol consumption. The sample included 102 university students with ages ranging from 18 to 50, including 13 men and 89 women. The Reading the Mind in the Eyes Test (RMET), the Interpersonal Reactivity Index (IRI), the Toronto Alexithymia Scale (TAS-20), the Negative Mood Regulation Scale (NMRS), the Depression Anxiety Stress Scales (DASS-21), and the Alcohol Use Disorders Identification Test (AUDIT) were all completed by participants. The findings were in

line with other research showing a positive correlation between alexithymia scores on the TAS-20 and alcohol use (AUDIT) and depressive symptoms (DASS-21), and a negative correlation with emotional self-regulation as measured by the NMRS. The externally oriented thinking (EOT) and total TAS-20 alexithymia scores' predicted negative correlations with the RMET face recognition of emotions and the empathic concern (EC) subscale of the IRI were confirmed. The self-regulation of mood index The connection between alexithymia and depressive moods was totally mediated by NMRS. After controlling for other pertinent variables, hierarchical linear regressions showed that the EOT subscale of the TAS-20 predicted RMET and EC. Thus, it would seem that lower emotional empathy and diminished facial emotion recognition are both related to the concrete thinking or EOT aspect of alexithymia. The depressive moods connected to alexithymia seem to be related to subjective issues with emotion self-regulation.

A study on "The relationship between alexithymia, communication skills and mental well-being of nurses' in Turkey: A cross-sectional study" (Sancar et al., 2019) sought to determine the association between nursing students' degrees of alexithymia and their communication abilities. In the nursing field, effective communication is recognised as a talent that can be acquired through training and is not only a personal trait. With the establishment, development, and transfer to emotion of successful communication with people, nurses are able to professionally deliver effective and excellent service. A cross-sectional study was carried out among students enrolled in a nursing programme at a university in Turkey. The study included 634 nursing students in total. The "Student Introduction Form," the "Toronto Alexithymia Scale (TAS)," and the "Communication Skills Scale (CSS)" were used to gather the study's data. Based on the mean TAS scores of the nursing students, it was determined that they had "moderate alexithymia." According to the average scores on the scale, the mean CSS scores of the study's nursing students revealed that they had "Good level of communication." The study found a

moderate and negative link between nursing students' communication skills and their degrees of alexithymia ($p: 0.001$). Basically It was shown that nursing students' communication skills declined as their levels of alexithymia rose.

A study titled "Understanding the Relationship of Alexithymia and Leadership Effectiveness through Emotional Intelligence: An Integrative Literature Review" (Kellner et al.,2018) was carried out, this comprehensive review of the literature adds new knowledge about the connection between leadership effectiveness and alexithymia. According to research, emotional intelligence is positively correlated with leadership effectiveness and negatively correlated with alexithymia. Alexithymia and leadership effectiveness, however, have received little to no research attention. By making a link between emotional intelligence and leadership effectiveness via alexithymia, the current study filled in this gap in the literature. It follows that leaders with alexithymia are less likely to have positive working connections with their staff members and are more likely to be mistakenly labeled as incompetent managers. Being able to distinguish between ineffective and alexithymic leaders might be advantageous for organizations. Additionally, training alexithymic leaders in better communication with their subordinates will help firms manage their human resources. According to the literature, there is a lot of evidence that emotional intelligence (EI) improves leadership effectiveness; followers are more productive and devoted to the organization and the leader, and additional evidence implies that alexithymia is adversely correlated with EI. Based on these two diametrically opposed correlations, additional investigation may be able to prove if alexithymia is detrimental to leadership effectiveness.

The purpose of this study "Alexithymia, Loneliness and Fear of Intimacy: Predictors of Attitudes Toward Infidelity in Men" (Mousavi & Moharami, 2019) was to examine how men's opinions toward infidelity are influenced by alexithymia, loneliness, and intimacy anxiety. The

Hadian company of Tehran municipality's male employees made up the statistical population for this descriptive-correlational study. A convenience sample of 261 people was drawn from this statistical population. Data were gathered using the Whathley (2008) Attitudes Toward Infidelity Scale, the Toronto Alexithymia Scale, the Descutner & Thelen Fear of Intimacy Scale, the Russell & Peplau & Cutrona Loneliness Scale, and the Russell & Peplau & Cutrona Loneliness Scale. Data analysis methods included correlation testing and conventional regression. Alexithymia, loneliness, and intimacy anxiety were found to have a positive and substantial link with attitudes toward infidelity, according to Pearson correlation. The results lead to the conclusion that alexithymia, loneliness, and fear of intimacy are the most significant elements influencing men's attitudes toward infidelity. As a result, these factors should be corrected by suitable training in order to lower male infidelity.

In 2019 a study named "The relationship between alexithymia and shyness in nursing students with mediating roles of loneliness and social identity"(Sangani & Jangi,2019) was conducted. One of the biggest reasons for poor academic performance is shyness. Goal of the study was to examine the association between shyness and alexithymia in nursing students, with loneliness and social identity serving as mediating factors. A statistical population of 658 nursing students at Ahvaz University of Medical Sciences in 2018 were the foundations for this descriptive-correlational study. 331 students were chosen as the sample. The data were gathered using the Alexithymia Scale of Toronto, the Loneliness Scale of Russell, Peplau, and Cutrona, the Social Identity Questionnaire of Safarinia, and the Shyness Scale of Briggs, Cheek, and Buss. Regression analysis results revealed a direct relationship between alexithymia and shyness as well as an indirect relationship with the mediating components of loneliness and social identity. The findings of this study demonstrate how alexithymia affects nursing students' views of their social

identities, feelings of loneliness, and shyness. These findings can be applied practically by trainers and advisors to help nursing students' psychological well being.

A study named "Determining the Mediating Role of Communication Skills in the Relationship between alexithymia and marital burnout of divorce client Couples in Yazd" (Baghbidi & Etemadifard, 2020) have given a lot of thought to issues impacting marital burnout because of the rise in the number of divorce client couples. Marriage burnout is a painful condition of physical, mental, and emotional tiredness that, in the most extreme cases, leads to divorce. Identifying the mediating function of communication skills in the link between alexithymia and marital fatigue of divorce client couples in Yazd was the aim of this study. A sample of 180 divorce client couples in Yazd was chosen using a reachable sampling technique. The research tools used were the Toronto alexithymia scale, the Pains (1996) burnout couple test, and the Jerabeck (2004) questionnaire on interpersonal communication skills (FTAS-20). Data analysis techniques include route analysis and Pearson correlation coefficient. Results demonstrated a significant relationship between alexithymia, communications skills, and marital burnout in client couples going through divorce. According to this study's findings, since there is a strong link between alexithymia and marital exhaustion, couples who recognize this link and work to improve their communication skills may be able to prevent divorce. This study shows the importance of studying alexithymia not just in college students.

In a research titled The Role of Alexithymia in the Mental Health Problems of Home Quarantined University Students in 2020, during the COVID-19 Pandemic in China(Tang et al.,2020) addressed the relationship between lethal pandemics and mental health issues by evaluating university students who were placed in home quarantine during the 2019–2020 COVID–19 pandemic in China. Participants who likely had depression or PTSD also reported more severe alexithymia symptoms, such as DIF or difficulty defining feelings, according to

research. Additionally, it was discovered that alexithymia partially mediates the impact of exposure frequency on mental health issues. These findings suggested that interventions to help young people recognise and manage their own emotions as well as those of others could help prevent or lessen the mental health issues related to lethal pandemic events. Future long term research is required to determine the precise role of DIF or DDF in individuals with mental health issues. This study put forward the importance of studying alexithymia among individuals post covid.

A study titled "Prevalence and Relationships between Alexithymia, Anhedonia, Depression and Anxiety during the Belgian COVID-19 Pandemic Lockdown" (Damerdji et al., 2020) was carried out. Alexithymia and anhedonia are linked to psychiatric conditions like anxiety and depression. The population's mental health significantly declined as a result of the COVID-19 pandemic. Thus, it became crucial to investigate how alexithymia, anhedonia, and its connections to anxiety and depression were affected by lockdown. 286 patients were split into two groups: one before lockdown (group 1, N = 127) and the other during the progressive lockdown release (group 2, N = 159) and their scores and characteristics were compared. The Toronto Alexithymia Scale (TAS-20), which measures alexithymia, the Beck Depression Inventory (BDI-II), the anhedonia subscale of the BDI-II, which measures state-anhedonia, and the State Trait Anxiety Inventory (STAI), which measures state and trait anxiety, were all used to compare the groups. This result shows that the number of alexithymic patients after lockdown increased significantly. Before and during lockdown, they found no variation in the percentage of depressed and nervous subjects. Only the cognitive aspect of alexithymia on group 2 compared to group 1 had greater scores across all scales. According to this study, the percentage of alexithymic patients rose after lockdown. Which again make it relevant to a study on alexithymia post pandemic.

A study titled "Oral communication apprehension, competence, and performance among maritime engineering trainees"(Amogne & Yigzaw,2012) assessed the amount of communication anxiety among maritime engineering students as well as how it related to their performance and communication skills in an EFL environment (English as a Foreign Language). It is obvious that oral communication abilities play a crucial role in how well people function at work. In Ethiopia, English is primarily taught as a foreign language with the goal of preparing graduates to deal with communication difficulties in the workplace.English is a language that all university students are taught, including maritime engineering students who are likely to work in foreign sectors. One of the most important things is that they can converse in many settings. The study involved 76 second-year students from the maritime engineering department. Oral communication tests and questionnaires were used to collect the data. The results show that students were generally uneasy when speaking in an EFL context. Public speaking caused the most anxiety among the participants. Additionally, it was discovered that communication anxiety was adversely connected with the trainees' oral communication performance as well as their communication competence, and that their communication performance and self-reported communication competence were favorably correlated.

In 2013, a study titled "Intercultural Communication Apprehension and Emotional Intelligence in Higher Education: Preparing Business Students for Career Success"(Fall et al.,2013) was carried out. Business instructors are constantly looking for innovative ways to prepare students for cross-cultural interactions in light of the growing globalized workforce. The best approach is to immerse oneself in various cultures, although this is not always possible. As a result, educators look for alternative ways to replicate cross-cultural encounters. This study (N = 425) looks at emotional intelligence as a predictor of intercultural communication anxiety among college students. The findings show that emotionality, sociability, and self-control are three emotional

intelligence subscales that predict intercultural communication anxiety. These findings provide support for the notion that emotional intelligence should be taught in business curriculum since it can help manage and/or lessen international communication anxiety.

A study entitled "Communication Apprehension: A Barrier to Students' Leadership, Adaptability, and Multicultural Appreciation"(Blume et al. 2013) was conducted in 2013. In this study, researchers assessed the degree of communication anxiety in 263 students and examined how it related to indicators of leadership initiative, appreciation for diversity, adaptability, and academic success. The findings showed that communication anxiety was connected with students' unwillingness to take on leadership roles, respect for a multicultural society, and capacity for flexibility in novel circumstances. Communication anxiety and overall GPA were not shown to be significantly correlated.

A study on "Oral Communication Apprehension Among Undergraduate Engineering Students in Pakistan" (Dar & Khan, 2014) looks into Pakistani undergraduate engineering students' degrees of oral communication fear. The information was gathered from four university departments. For this study, the oral Communication Apprehension (OCA) Survey Instrument from McCroskey (1978) was used. 18% of the sample showed a high level of oral communication anxiety, according to data analysis. 66% of respondents reported having some amount of oral communication anxiety, whereas 16% reported having little to no anxiety. This study also reveals that there are no appreciable differences between male and female oral communication apprehension levels. The study also reports and compares the students' degrees of oral communication anxiety depending on whether English is their second or third language (both in foreign language context). The study's final finding is that even though the majority of undergraduate engineering students experience an average degree of oral communication fear,

with support and training they can be brought into the low level oral communication apprehension category.

A study titled "Communication apprehension and communication self-efficacy among accounting students" (Hassall et al., 2013) aims to demonstrate a relationship between communication anxiety and self-efficacy in accounting students. This is accomplished by using two surveys that were concurrently given to the involved students. The Personal Report of Communication Apprehension (PRCA24), created by McCroskey to assess oral communication apprehension, the Written Communication Apprehension (WCA), an instrument created by Daly and Miller to assess written communication apprehension, and a questionnaire to assess communication self-efficacy. The goal of this was to measure two constructs: oral communication self-efficacy and written communication self-efficacy. It had been constructed in accordance with Bandura's principles. The results of the two different statistical tests used to determine the relationship between the two ideas both showed that there was a significant correlation between them. The existence of this association is significant because it suggests a potential avenue for understanding the obstacle to communication skill development and offers a potential means of removing the obstacle. There is strong evidence that communication skills must be developed if accountants are to address future problems. This research comes to the conclusion that in the future, measures that boost self-efficacy should be taken into account while developing the pedagogy of accounting education, particularly in those areas involving the development of communication skills.

A study that looked at how often people self-talk and its relation to communication anxiety and public speaking fear (Shi et al.,2015) investigates the relationship between general communication anxiety and the frequency and type of general self-talk, as well as the nature and prevalence of communication anxiety and public speaking anxiety. Results revealed that people's

anxiety levels were positively correlated with their self-critical and social-assessing self-talk, but negatively correlated with their self-reinforcing self-talk. Higher communication apprehension scores were also linked to more self-critical self-talk than lower communication apprehension scores.

According to a research titled "Analyzing College Students' Social Media Communication Apprehension" (Wrench et al., 2018), college students utilize social media frequently. However, little research has examined the link between communication anxiety and college students' use of social media (CA). This study intends to explore the association between social media CA and introversion in relation to social media use and social media addiction because there is a lack of research on CA and social media. A survey of 396 undergraduate students was conducted to examine these connections. The questionnaire included tools for calculating each person's level of social media use, social media addiction, introversion, and CA.

There was a negative correlation between social media CA and introversion with social media use and social media addiction, according to the results of multiple linear regressions. Results showed a substantial relationship between social media addiction and social media CA. These findings imply that social media may be the preferred method of communication for college students rather than in-person interactions.

A research on the subject of Communication Apprehension Across the Career Span (Marcel, 2019) was carried out which aims at measuring people's degrees of communication anxiety at various career stages..Throughout their whole lives, working adults participate in a range of communication tasks. However, relatively little research has been done to determine if or how the average person's degree of communication anxiety changes with time, particularly after college. College-educated persons aged 20 to 72 were compared for age, degrees of job experience, frequency of giving presentations, and levels of communication apprehension as

determined by the Personal Report of Communication Apprehension (PRCA). Additionally, James McCroskey's mean PRCA scores derived by testing undergraduates were compared to them. Age, years of full-time employment, and frequency of presentations all decreased levels of overall communication anxiety and public speaking anxiety. The reported levels of CA and chronological age appear to be significantly correlated. The highest levels of total CA were reported by the youngest respondents, with scores gradually declining as age progressed. The study revealed that people between the ages of 15 and 30 were more likely to experience social phobia, along with younger, less educated, and lower income populations. This discovery considerably advances our knowledge of communication anxiety and PSA over the lifespan.

A study called "Differences of Gender in Oral and Written Communication Apprehension of University Students"(Loureiro et al., 2020) tried to investigate the communication abilities of graduate students from various fields in order to comprehend how they practice oral and written communication.. Soft skills, often known as communication and writing abilities, are increasingly seen as necessary for any worker to succeed in the labor market. However, the majority of graduates who enter the workforce have issues with communication comprehension, both in writing and verbally. These issues are also evident in the classroom, for example, when students are required to contribute by expressing their doubts, when they are required to present research for the courses they are enrolled in, or when they are required to submit their answers on assessment tests. In this research, they investigated the communication abilities of 345 graduate students from various fields. In order to comprehend students' oral communication apprehension, they used the Personal Report of Communication Apprehension (PRCA), which was validated by McCroskey, Beatty, Kearney, and Plax (1985). They used the Daly-Miller Writing Apprehension Test (DMWA) to determine the levels of written communication apprehension and analyzed the communicational skills and apprehension of students in social and human sciences courses to

determine how they practice oral and written communication and whether there were differences in communication apprehension between genders and graduate courses. The main findings of this study support the notion that the students struggled with and were afraid of communication, particularly oral communication. The findings also suggest that, compared to male students, female students displayed significantly higher levels of anxiety when it came to oral and written communication. Additionally, this exploratory study allows for the differentiation of communication anxiety areas based on gender and even the degree courses that the participants were enrolled in.

At the Mohamed Khider University of Biskra a study was conducted titled "Exploring the Factors that Cause Oral Communication Apprehension: The Case of First Year Master Sciences of Language Students" (Beghoura, 2020). Oral communication anxiety continues to be a barrier for the majority of EFL learners, despite the fact that oral communication is the ultimate goal they strive to reach. So, the purpose of this study is to find out what makes EFL students nervous about speaking in public. It also aims to identify its effects on students' performance and the most efficient ways to mitigate them. A technique using a variety of methodologies is used to deal with these problems. In terms of the population and data collection methods, the researcher used an interview with eight EFL professors and a questionnaire that was distributed to forty first-year master students at Mohamed Khider University of Biskra. The results demonstrated that oral communication anxiety has a detrimental impact on students' performance and emphasized various aspects that may be contributing to this issue, including classroom-related, discussion-related, student-related, teacher-related, and peer-related factors.

CHAPTER 3 - METHODOLOGY

This chapter deals with the methodology, tools and the Procedure that are used for this study.

Aim

To study if there is any significant relationship between communication apprehension and alexithymia among individuals of age group 18-25 in Kerala.

Research Problem

Whether there is a significant relationship between communication apprehension and alexithymia among emerging adults and whether communication apprehension and alexithymia is more likely to be experienced by one gender than the other.

Objectives

- To understand if there is any significant relationship between the communication apprehension and alexithymia in college students.
- To assess whether communication apprehension is more in males or females.
- To assess whether Alexithymia is more in males or females.

Hypothesis

- H1: There is a significant relationship between communication apprehension and alexithymia in individuals of age group 18-25
- H2: There will be significant gender differences in the level of alexithymia.
- H3: There will be significant gender differences in the level of communication apprehension.

Operational Definition

Communication Apprehension

According to The Personal Report of Communication Apprehension (PRCA) scale communication apprehension is defined as the level of fear or anxiety associated with either real or anticipated (oral) communication encounters.

Alexithymia

According to Perth Alexithymia Questionnaire (PAQ) Alexithymia is a multidimensional construct comprised of three components: difficulty identifying one's own feelings (DIF); difficulty describing feelings (DDF); and an externally oriented thinking style (EOT) whereby one tends to not focus their attention on their emotions.

Research Design

In order to determine whether there is a relationship between communication anxiety and alexithymia in college students, correlational research methodology is used. When using a correlational research design, we examine the relationship between the two variables. Since correlational studies are not experimental, none of the variables are manipulated or controlled. The correlation coefficient, a numerical value, is used to represent the outcome. The correlation strength is quantified by the correlation coefficient. It has a range from -1.00 (negative) to +1.00 (positive). There is no correlation when the correlation coefficient is 0. Correlational analysis can show a connection between variables, but it cannot establish that altering one will alter another. To put it another way, correlational research cannot establish cause-and-effect connections. **Sample**

and Sampling

The study's primary focus is on emerging adults; the population chosen for the study is adults in Kerala between the ages of 18 and 25. Evidence suggests that communication anxiety is more prevalent in college students and those who have just begun their careers, therefore selecting

this particular population will assist determine the relationship between communication anxiety and alexithymia more precisely. To meet the purpose of the study the participants involved are selected through the convenient sampling method. In which we gathered research data by using a pool of respondents that is easily accessible. It is practical because it is incredibly quick, simple, and cost effective.

Table 3.1

Summary of Socio Demographic Information of the participants

<u>Socio demographic variables</u>	<u>Sample (N)</u>	<u>% (approx.)</u>
<u>Gender</u>		
Male	41	26
Female	124	75.1
<u>Age</u>		
18-21	141	85.2
22-25	24	14.5
<u>State</u>		
Kerala	165	100
<u>Education status</u>		
Undergraduate	138	83
Graduate	20	12.1
Post graduate	7	4.2

Inclusion Criteria

- Individuals who are between the age group of 18- 25
- Individuals who are willing to be a part of the study

Exclusion Criteria

- Individuals who are illiterate
- Individuals outside Kerala

Ethical Consideration

- Participants' informed consent is obtained.
- The information shared by the participant is maintained confidential.
- Anonymity is maintained by not gathering identifying information about the person.

Tools

1. Informed consent

One of the guiding principles of research ethics is informed consent. The goal is for human volunteers to enter research freely (voluntarily) after receiving full information about what it means for them to participate and after giving their consent before doing so.

2. Socio- demographic data

Particularly in market research, socio-demographic questions aid in segmenting the audience into different categories. You can group respondents into categories based on similar socio-demographic characteristics to have a better knowledge of your target market.

The Personal Report of Communication Apprehension (McCroskey, 1970)

3. The Personal Report of Communication Apprehension (PRCA),

PRCA focuses on anxiety regarding oral communication (McCroskey, 1970), used to measure communication apprehension. The PRCA-24 is a test designed to evaluate a speaker's comfort with communication. This test demonstrates that communication anxiety is not just related to public speaking but it also includes other scenarios that may cause worry. These situations fall under the category of context anxiety, which is an anxiety induced by context. The test presents four scenarios: group discussions, meetings, individual interactions, and public speaking. The PRCA-24 is currently the most favored and trustworthy test out of all of them. Previous reports on the instrument's internal reliability have all been higher than .90 (cf. McCroskey, 1970). In the current study, the estimated reliability for the various samples ranged

from .92 to .95. This instrument was selected primarily due to its high reliability, well-established construct validity, and well-established predictive validity. Four subscores and one overall score are computed by the PRCA, group discussions, meetings, individual interaction, and public speaking. Scores can range from a low of 6 to a high of 30 for each of the four contexts (groups, meetings, interpersonal interactions, and public speaking). Any score in the subcategories above 18 denotes some level of anxiety. Scores may range between 24 and 120. People with very low CAs have scores under 51. People with average CAs are those with scores between 51 and 80. People with scores over 80 have high levels of the CA trait. This test offers a simple equation to calculate a score for each category, and the scores are then compared to the ranges provided at the end of the test; these ranges were determined by a study of more than 40,000 college students and more than 3,000 adults who were not students. By making this comparison, the test-taker can assess their level of communication anxiety for each scenario and score it as low, moderate, or high. By summing the subscores and comparing the total score, the test can diagnose context anxiety and general communication fear.

Table 3.2

Internal consistency reliability (Cronbach's alpha, α) value for Personal Report of Communication Apprehension (PRCA-24)

Name of Scale	Number of items	α	M	SD
PRCA-24	24	0.541	72.61	8.309

Note. PRCA= Personal Report of Communication Apprehension; M=mean; SD; Standard deviation

4. Perth Alexithymia Questionnaire (Preece, Becerra, Robinson, Dandy, Allan, 2018)

Alexithymia is measured by the PAQ, a 24-item self-report questionnaire. It was created for usage with both adults and teenagers. The PAQ is made to evaluate both positive and negative emotions while evaluating all aspects of alexithymia. The assessment yields five subscale scores and six composite scores, with higher scores denoting higher degrees of alexithymia. To facilitate more thorough alexithymia examinations, the Perth Alexithymia Questionnaire (PAQ) was recently created. Alexithymia is currently recognised as a complex concept, and confirmatory factor analyses revealed that the PAQ has a theoretically consistent factor structure. This finding supports the PAQ's ability to measure the DIF, DDF, and EOT facets of alexithymia across negative and positive emotions. High internal consistency reliability and strong concurrent and discriminant validity were shown by all subscale and composite scores. According to the authors of the scale Alexithymia is a multidimensional construct comprised of three components: difficulty identifying one's own feelings (DIF); difficulty describing feelings (DDF); and an externally oriented thinking style (EOT) whereby one tends to not focus their attention on their emotions. In other words, people with high levels of alexithymia have difficulty focusing attention on their emotional states (EOT), and difficulty accurately appraising what those states are (DIF, DDF) (Preece et al., 2017; Sifneos, 1973). Over a range of sample types, the PAQ has proven to have high psychometric qualities. The PAQ's planned 5-factor (subscale) structure, for instance, has continuously been confirmed by factor analyses, with all items loading well on their intended subscale factor (i.e., all items being statistically a good indicator of their intended construct). High levels of internal consistency and reliability have been shown for all subscale and composite scores, exceeding established requirements for secure use in research and clinical contexts. The PAQ has good criterion/concurrent validity and discriminant validity as a measure of alexithymia, tapping a concept with high clinical importance. Correlations with measures of other theoretically

relevant constructs (e.g., emotion regulation, psychopathology symptoms) have also supported this. Each PAQ item can receive a score on a 7-point Likert scale ranging from 1 to 7. Higher scores suggest higher alexithymia levels. The examiner can add item scores to create multiple subscale and composite scores. Alexithymia is typically dispersed across dimensions (rather than categories), hence it is better to think of alexithymia scores as occurring on a continuum.

Everybody has alexithymia to some extent, whether it be a low, average, or high level. The amount of alexithymia is indicated by the number of standard deviations (SDs) a respondent's score is from the mean of an acceptable normative sample. Keeping in mind that higher PAQ scores denote a higher level of alexithymia, we interpret PAQ values in the manner described below. Access to reliable alexithymia assessments was improved as one of the main objectives of the PAQ's development. As a result, anyone may utilize the PAQ without charge.

Table 3.3

Internal consistency reliability (Cronbach's alpha, α) value for Perth Alexithymia

Questionnaire(PAQ)

Name of Scale	Number of items	α	M	SD
PAQ	24	0.932	94.77	25.63

Note.PAQ= Perth Alexithymia Questionnaire; M=mean; SD=Standard deviation.

Data Analysis

Using the Google Forms, questionnaires were used to gather data. The data for the correlational research design will be analyzed using SPSS, the Statistical Package for the Social Sciences to help with complex data analysis needs. The normality of the data was determined, and the hypothesis regarding the association between communication apprehension and alexithymia in emerging adults was evaluated using the spearman's correlation coefficient.

Test for normality- A set of data is tested for normality to see if the distribution is normal. Often, these are tests for the null hypothesis that the data come from a normal population. Many statistical tests necessitate an evaluation of data normality since the assumption of normal data in parametric testing is fundamental.

Spearman's coefficient- The strength of the association between two variables is assessed using the non-parametric spearman rank correlation test. Higher rho coefficients show a larger relationship between the variables. Smaller rho coefficients indicate weaker correlations. Positive correlations show that a relationship moves in the same direction. When one value grows, the other also rises.

The Mann Whitney U test- It is used to determine if two samples are probably derived from the same population. It is also known as the Mann Whitney Wilcoxon test or the Wilcoxon Rank Sum Test (i.e., that the two populations have the same shape). Often, when ordinal data is present or when the t-presumptions test's are broken, the Mann-Whitney U test is applied.

TABLE 3.4 shows the normality of the data

Tests of Normality

	Kolmogorov-smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CA	0.66	165	0.73	.990	165	.332
Alexithymia	0.59	165	.200*	.993	165	.569

*This is a lower bound of true significance

A normality test was run to see if the research's data were distributed normally. From table 3.4 it is evident that the data is non normal.

CHAPTER 4 - RESULTS AND DISCUSSION

Statistical approaches were used to assess the acquired data. To begin, normality of the data is assessed to determine whether the test is parametric or non-parametric. Furthermore, Spearman's correlation through SPSS was used to determine the relationship between communication apprehension and alexithymia in emerging adults of the age 18- 25. Men and women are both participating in the test. Also, Mann-Whitney U test was performed to determine whether participants who were male or female were more likely to experience alexithymia and communication apprehension

TABLE 4.1 shows the correlation between communication apprehension and alexithymia.

Correlations

		CA	Alexithymia
Spearman's rho	CA	Correlation coefficient	1.000
		Sig (2-tailed)	0.76
		N	0.023
	Alexithymia	Correlation coefficient	0.76
		Sig (2-tailed)	0.023
		N	165

*Correlation is significant at the 0.05 level (2-tailed).

The correlation presented here shows communication apprehension have weak correlation with alexithymia on individuals of age range 18- 25

TABLE 4.2 communication apprehension across gender.*Independent- Samples Mann-Whitney U Test Summary*

Variable	n	Mean Rank	U	p
Male	41	67.09	3194.500	0.014
Female	124	88.26		

Note. n=Sample size; U= Test statistic

Table 4.2 shows that communication apprehension is more likely to be experienced by females

TABLE 4.3 alexithymia across gender.*Independent- Samples Mann-Whitney U Test Summary*

Variable	n	Mean Rank	U	p
Male	41	81.01	2623.500	0.759
Female	124	83.66		

Note. n=Sample size; U= Test statistic

Table 4.3 shows that the distribution of alexithymia is the same across categories of gender.

Discussion

The purpose of this research was to determine whether there is a relationship between communication apprehension and alexithymia in people between the ages of 18 and 25 and the prevalence of alexithymia and communication apprehension across gender. The first hypothesis

that there is a significant relationship between communication apprehension and alexithymia was found to be true. The association between communication apprehension and alexithymia was evaluated using Spearman's correlation coefficient. Table 4.1 shows a significant positive correlation between communication apprehension and alexithymia ($p=0.23$, $r=0.17$).

This finding corroborates those of a 2019 study conducted among Turkish nursing students named "The relationship between alexithymia, communication skills and mental well-being of nurses' in Turkey: A cross-sectional study"(Sancar & Aktas, 2019). This study looked at the relationship between communication skills and the degree of alexithymia among nursing students. It discovered a moderate relationship between the communication abilities of nursing students and their levels of alexithymia. Fundamentally, it was established that communication abilities among nursing students decreased as alexithymia levels increased. Which substantiates our finding that there is a significant relationship between communication apprehension and alexithymia.

A study named "Intercultural Communication Apprehension and Emotional Intelligence in Higher Education: Preparing Business Students for Career Success"(Fall et al., 2019) supported the idea that emotional quotient and anxiety over cross-cultural communication are mutually exclusive. The finding implies that those with better emotional intelligence, that is those who are well able to recognize one's own emotions as well as others and are able to manage their emotions well may be able to lessen anxiety brought on by cross-cultural conversation. Communication apprehension is a sign of competence and intelligence, which are crucial qualities for developing young professionals. Which again supports the idea that people who have lower levels of alexithymia, that is who finds it easy to understand one's own emotions as well as others also to describe their emotions might be able to lessen their anxiety when it comes to communication.

Mann-Whitney Test was used to understand if there are any significant gender differences when it comes to experiencing communication apprehension and alexithymia between males and females of the age group 18-25. From table 4.2 it is clear that communication apprehension is more likely to be experienced by female (mean rank= 88.26) than male (mean rank= 67.09) group and from table 4.3 it is clear that there is no significant gender differences in people who experience alexithymia ($U= 246.5, p=0.75$)

Students from Huntington College carried out a project dubbed "Communication Apprehension and its relationship and college year," (Frantz et al.,2005) This study explored the disparities between communication apprehension, one's gender, and his or her year in college. A convenience sample of full-time undergraduate students from a private, Christian liberal arts college in the Midwest were among the participants. The Personal Report of Communication Apprehension (PRCA-24), a self-report test of communication apprehension, was given to the students. It was projected that communication apprehension would be stronger in females than in males, and that it would decline with rising social class. Regarding their overall CA score, a statistically significant difference between males and females was discovered. Also, the findings revealed no discernible correlation between the CA score and year in college. This finding supports the 3rd hypothesis that communication apprehension is more prevalent in females than in males in people of age group 18-25.

CHAPTER 5- CONCLUSION

Findings

- Hypothesis 1 is accepted that there is a significant relationship between communication apprehension and alexithymia in individuals of age group 18-25.
- Hypothesis 2 is rejected, it has been found by this research that there is no significant gender differences in the level of alexithymia experienced by individuals of age group 18-25. That is both men and women are equally likely to experience alexithymia.
- Hypothesis 3 is accepted, it has been found by this research that there are significant gender differences in the level of communication apprehension experienced by individuals of age group 18-25, that is women in this age group are more likely to experience communication apprehension than men.

Limitations

Some limitations encountered during research and those that might have tampered with the study's data will be that, comparatively, the male sample was smaller than the female sample, which may have impacted the data's accuracy and led to a more skewed outcome. When the questions from the scales of both the variable communication apprehension (PRCA- 24) and alexithymia (PAQ) were added up, there were a total of 44 questions; supposedly, this made the participants bored, which could have tapered their responses. It has also been noted that many other external circumstances can also contribute to communication anxiety, those elements weren't truly the study's main focus and might have tampered with the conclusion formed.

Implications

Future research should aim to use a sample that is more statistically significant. And it should consider using the Perth Alexithymia questionnaire (PAQ-S), a six-item self-report measure, because using the scales in their original forms, scales of each variable consisting of 24 items each, gives the participant a total of 44 questions to attend, which could have lowered the accuracy of the data collected by making the participants bored as they answered the last few questions. So it is recommended to use short forms of these scales or any other reliable scales with a lesser number of questions for the participant to attend. Data for the study were gathered from people in Kerala who were 18 to 25 years old, so it is advised that future research take other age groups and people from different cultures into consideration. The average person's level of communication anxiety fluctuates over time, especially after college, according to a study titled *Communication Apprehension Over the Professional Span* (Marcel, 2019). It discovered a possible correlation between reported CA levels and chronological age. The youngest respondents reported the greatest levels of total CA, with scores gradually falling as respondents' ages increased. In that circumstance, a study on alexithymia among middle-aged people is advised. The older one gets, the higher the level of EI; however, it decreases after middle age (Atkins and Stough, 2005; Cabello et al., 2016) in that case emotional intelligence is something worth considering to do a study upon when it comes to alexithymia and communication apprehension. Since there is a found out that there is a correlation between communication apprehension and alexithymia future research can work more on the correlation between the subscales of each variable.

REFERENCES

- Alexithymia: concept, measurement, and implications for treatment. (1984). *American Journal of Psychiatry*, 141(6), 725–732. doi:10.1176/ajp.141.6.725
- Beghoura, S. (2020). Exploring the factors that cause oral communication apprehension the case of first year master sciences of language students at Mohamed Khider University of Biskra.
- Blume, B. D., Baldwin, T. T., & Ryan, K. C. (2013). Communication Apprehension: A Barrier to Students' Leadership, Adaptability, and Multicultural Appreciation. *Academy of Management Learning & Education*, 12(2), 158–172. doi:10.5465/amle.2011.012
- Dalbudak, E., Evren, C., Aldemir, S., Coskun, K. S., Yıldırım, F. G., & Ugurlu, H. (2013). Alexithymia and personality in relation to social anxiety among university students. *Psychiatry Research*, 209(2), 167–172. doi:10.1016/j.psychres.2012.11.027
- Damasio, A. R. (1998). Emotion in the perspective of an integrated nervous system 1 Published on the World Wide Web on 27 January 1998.1. *Brain Research Reviews*, 26(2-3), 83–86. doi:10.1016/s0165-0173(97)00064-7
- Damerdji, F., Rotsaert, M., Wacquier, B., Hein, M., & Loas, G. (2022). Prevalence and Relationships between Alexithymia, Anhedonia, Depression and Anxiety during the Belgian COVID-19 Pandemic Lockdown. *International Journal of Environmental Research and Public Health*, 19(22), 15264.
- Dar, M. F., & Khan, I. (2014). Oral communication apprehension among undergraduate engineering students in Pakistan. *Journal of Education and Social Sciences*, 2(2), 144-153.
- Dawit, A., & Abiy, Y. (2013). Oral communication apprehension, competence and performance

- among maritime engineering trainees. *Journal of Media and Communication Studies*, 5(1), 5-11.
- Fall, L. T., Kelly, S., MacDonald, P., Primm, C., & Holmes, W. (2013). Intercultural communication apprehension and emotional intelligence in higher education: Preparing business students for career success. *Business Communication Quarterly*, 76(4), 412-426.
- Frantz, J., Marlow, A., & Wathen, J. (2005). Communication apprehension and its relationship to gender and college year. *Journal of Undergraduate Research at Minnesota State University, Mankato*, 5(1), 7.
- Hassall, T., Arquero, J. L., Joyce, J., & Gonzalez, J. M. (2013). Communication apprehension and communication self-efficacy in accounting students. *Asian Review of Accounting*.
- Hendryx, M. S., Haviland, M. G., & Shaw, D. G. (1991). Dimensions of alexithymia and their relationships to anxiety and depression. *Journal of personality assessment*, 56(2), 227-237.
- Jordan, M. (2021, May 21). What is SPSS and How Does it Benefit Survey Data Analysis? Alchemer. <https://www.alchemer.com/resources/blog/what-is-spss/>
- Kellner, F., Chew, E., & Turner, J. (2018). Understanding the relationship of alexithymia and leadership effectiveness through emotional intelligence: An integrative literature review. *Performance Improvement Quarterly*, 31(1), 35-56.
- Krystal, H (1988). *Integration and Self Healing: Affect, Trauma, Alexithymia*. Hillsdale, NJ: The Analytic Press. ISBN 978-0-88163-070-1.
- Loureiro, M., Loureiro, N., & Silva, R. (2020). Differences of gender in oral and written communication apprehension of university students. *Education Sciences*, 10(12), 379.
- Lyvers, M., Kohlsdorf, S. M., Edwards, M. S., & Thorberg, F. A. (2017). Alexithymia and mood:

- Recognition of emotion in self and others. *The American Journal of Psychology*, 130(1), 83-92.
- Marcel, M. (2019). Communication Apprehension Across the Career Span. *International Journal of Business Communication*, 232948841985680. doi:10.1177/2329488419856803
- Mattila, A. K., Salminen, J. K., Nummi, T., & Joukamaa, M. (2006). Age is strongly associated with alexithymia in the general population. *Journal of Psychosomatic Research*, 61(5), 629–635. doi:10.1016/j.jpsychores.2006.04
- McDougall, J (1989). *Theaters of the Body: A Psychoanalytic Approach to Psychosomatic Illness*. Norton. ISBN 978-0-393-70082-4.
- McDougall, J (1985). *Theaters of the Mind: Truth and Illusion on the Psychoanalytic Stage*. New York: Basic Books. ISBN 978-0-946960-70-5.
- McCroskey, C., J. (1966). What have we learned in the last four decades. *Human Relations*, 19(1), 1-14.
- COMMUNICATION APPREHENSION 40 *Communication*, 12(2), 157-171
- Nemiah JC, Freyberger H, Sifneos PE (1970). "Alexithymia: A View of the Psychosomatic Process". In Hill O (ed.). *Modern Trends in Psychosomatic Medicine*. Vol. 3. pp. 430–439.
- Pérusse, F., Boucher, S., & Fernet, M. (2012). Observation of couple interactions: Alexithymia and communication behaviors. *Personality and Individual Differences*, 53(8), 1017–1022. doi:10.1016/j.paid.2012.07.022
- Punyanunt-Carter, N. M., Cruz, J. D. L., & Wrench, J. S. (2018). Analyzing college students' social media communication apprehension. *Cyberpsychology, Behavior, and Social Networking*, 21(8), 511-515.
- Sancar, B., & Aktas, D. (2019). The relationship between levels of Alexithymia and

- communication skills of nursing students. *Pakistan Journal of Medical Sciences*, 35(2), 489.
- Sangani, A., & Jangi, P. (2019). The relationship between alexithymia and shyness in nursing students with mediating roles of loneliness and social identity. *Research and Development in Medical Education*, 8(1), 41-47.
- Tang, W., Hu, T., Yang, L., & Xu, J. (2020). The role of alexithymia in the mental health problems of home-quarantined university students during the COVID-19 pandemic in China. *Personality and Individual Differences*, 165, 110131.
doi:10.1016/j.paid.2020.110131
- Taylor, Graeme J; Bagby, R. Michael; Parker, James DA (1997). *Disorders of Affect Regulation: Alexithymia in Medical and Psychiatric Illness*. Cambridge: Cambridge University Press. ISBN 978-0-521-45610-4.
- What Is Communication Apprehension? Definition, types, how to improve? – Leadership Ahoy! (n.d.). <https://www.leadershipahoy.com/what-is-communication-apprehension-definition-types-how-to-improve/>
- Why Correlational Studies Are Used in Psychology Research. (2022, June 5). Verywell Mind. <https://www.verywellmind.com/correlational-research-2795774>.
- Zare Baghbidi, M., & Etemadifard, A. (2020). Determining the Mediating Role of Communication Skills in the Relationship between alexithymia and marital burnout of divorce client Couples in Yazd. *Quarterly Social Psychology Research*, 10(38), 135-150.

Appendix A: Informed consent

Hi, I'm Nileena Vilasan, final year psychology student at St. Teresa's college, Ernakulam. This survey is being undertaken as part of my research on the topic "Relationship between communication apprehension and alexithymia in emerging adults" under the guidance of Assistant professor Malavika Jaisankar. You will be asked to answer questions on communication apprehension and alexithymia in the survey that follows. Kindly fill out this form if you are aged between 18 and 25. The average time for filling the questionnaire is ten minutes. Please carefully read the questions and give honest responses. You can leave the study during any time, and the data's confidentiality will be upheld also the information gathered will only be used for research purposes. If you have any queries, you may reach out to nileenavilas222@gmail.com

By clicking "I agree" below,

1. You have read the above description.
2. You are aged between 18- 25
3. You have freely consented to take part in this study.
 - a. I agree
 - b. I disagree

Appendix B- Sociodemographic datasheet

Name/initials _____

Age _____

Gender

State

Education status

Appendix C- Personal Report on Communication Apprehension (PRCA- 24)

Following is the questionnaire on communication apprehension. Please read the questions carefully and answer them honestly. Indicate the degree to which each statement applies to you by marking;

1- Strongly disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly agree

1. I dislike participating in group discussions.
2. Generally, I am comfortable while participating in group discussions.
3. I am tense and nervous while participating in group discussions.
4. I like to get involved in group discussions.
5. Engaging in a group discussion with new people makes me tense and nervous.
6. I am calm and relaxed while participating in group discussions.
7. Generally, I am nervous when I have to participate in a meeting.
8. Usually, I am comfortable when I have to participate in a meeting.
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
10. I am afraid to express myself at meetings.
11. Communicating at meetings usually makes me uncomfortable.
12. I am very relaxed when answering questions at a meeting.
13. While participating in a conversation with a new acquaintance, I feel very nervous.
14. I have no fear of speaking up in conversations.

15. Ordinarily I am very tense and nervous in conversations.
16. Ordinarily I am very calm and relaxed in conversations.
17. While conversing with a new acquaintance, I feel very relaxed.
18. I'm afraid to speak up in conversations.
19. I have no fear of giving a speech.
20. Certain parts of my body feel very tense and rigid while giving a speech.
21. I feel relaxed while giving a speech.
22. My thoughts become confused and jumbled when I am giving a speech.
23. I face the prospect of giving a speech with confidence.
24. While giving a speech, I get so nervous I forget facts I really know.

Appendix D- Perth Alexithymia Questionnaire (PAQ)

This questionnaire asks about how you perceive and experience emotions. Please score the following statements according to how much you agree or disagree that the statement is true of you.

1- Strongly disagree

2- Disagree

3- Somewhat disagree

4- Neither agree nor disagree

5- Somewhat agree

6- Agree

7- Strongly agree

Some questions mention bad or unpleasant emotions, this means emotions like sadness, anger or fear. Some questions mention good or pleasant emotions, this means emotions like happiness, amusement, or excitement.

1. When I'm feeling bad (feeling an unpleasant emotion), I can't find the right words to describe those feelings.
2. When I'm feeling bad, I can't tell whether I'm sad, angry, or scared.
3. I tend to ignore how I feel.
4. When I'm feeling good (feeling a pleasant emotion), I can't find the right words to describe those feelings.
5. When I'm feeling good, I can't tell whether I'm happy, excited, or amused.
6. I prefer to just let my feelings happen in the background, rather than focus on them.
7. When I'm feeling bad, I can't talk about those feelings in much depth or detail.
8. When I'm feeling bad, I can't make sense of those feelings.

9. I don't pay attention to my emotions.
10. When I'm feeling good, I can't talk about those feelings in much depth or detail.
11. When I'm feeling good, I can't make sense of those feelings.
12. Usually, I try to avoid thinking about what I'm feeling.
13. When something bad happens, it's hard for me to put into words how I'm feeling.
14. When I'm feeling bad, I get confused about what emotion it is.
15. I prefer to focus on things I can actually see or touch, rather than my emotions.
16. When something good happens, it's hard for me to put into words how I'm feeling.
17. When I'm feeling good, I get confused about what emotion it is.
18. I don't try to be 'in touch' with my emotions.
19. When I'm feeling bad, if I try to describe how I'm feeling I don't know what to say.
20. When I'm feeling bad, I'm puzzled by those feelings.
21. It's not important for me to know what I'm feeling.
22. When I'm feeling good, if I try to describe how I'm feeling I don't know what to say.
23. When I'm feeling good, I'm puzzled by those feelings.
24. It's strange for me to think about my emotions.

