Communication Annoyance Among Polytechnic Students

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ABSTRACT

In the day-to-day process, the ability to communicate effectively is crucial. A good student should be willing to examine himself in order to be aware of his level of deprivation and to strive to improve over time. This is because, according to a Malaysian Government study of graduates, around 60,000 graduates have yet to be approved for employment, and one of the causes for this difficulty is graduates' lack of communication skills. As a result, the objectives of this study are to (i) identify the level of difference in students' annoyance, whether caused by verbal or nonverbal communication; (ii) assess the difference in communication irritation between male and female students; and (iii) identify the communication situation in which students are most annoyed, whether in terms of group discussion, meeting, interpersonal interaction, public speaking, or writing. Random sampling was used to distribute 143 questionnaires to Polytechnic Sultan Azlan Shah students. According to the data, there was no significant difference in students' frustration levels between verbal and non-verbal communication. Furthermore, there was no statistically significant difference between male and female students in terms of communication annoyance. The findings then show that public speaking is the type of communication that students dread the most. This study's findings can be used by all lecturers and institutions to create the greatest types of education and program for supporting and encouraging students' talents to talk effectively, confidently, and courageously.

Keywords: Communication, non-verbal, public speaking, verbal, writing

INTRODUCTION

Communication is a process of exchanging facts or information between one person to another. This process should be dynamic rather than static in order to achieve a balance point in communication. In fact, academic skills and communication skills should go hand in hand to ensure that a person is able to think and convey what he thinks well and excellently. It is also a package that employers want out there. However, with the annoyance of communicating, it can be a major obstacle that can affect communication skills in various aspects and learning methods (Uryani Sabri & Teah Yu Qin, 2014). In addition, with high annoyance in communicating, it can be a cause of students not communicating in class, weak in completing assignments and not interacting with lecturers (Hassal, Arquero, Joyce, Gonzales, 2013). If this situation persists, the unemployment situation of graduates will get worse (Chan Lee Yee & Norehan Abdullah, 2007). This is in line with the statement by former Deputy Minister of Higher Education Datuk Saifuddin Abdullah who stated that most students meet the criteria and qualifications required by employers but they are still not good enough packages due to lack of ability to communicate.

Good communication techniques must be applied in a person because if it fails, then fear, anger and uncertainty will exist in themselves which in turn will cause a lack of effectiveness in the delivery of one's communication. In other words, the annoyance of communicating will exist. Annoyance in communication is a fear or anxiety when you want to communicate with others. This annoyance not only makes it difficult for someone to speak well, but it can also lead to fear that they will no longer be able to understand other people's speech well. This is evident because many researchers think that the factor of tension in a person is when someone is asked to speak.

LITERATURE REVIEW

Communication is divided into two, namely verbal and non-verbal. Among those contained in oral communication are meetings, group discussions, interpersonal conversations and public speaking. When it comes to non-verbal communication, the researcher looked at it from the point of view of writing.

A meeting is an arranged discussion. Good dialogue between members of the meeting is very important to resolve a problem or to make a decision on something discussed (Abdullah Hassan, 2008). According to Brandal (2012), sometimes there will be a lack of confidence and fear to throw an idea, especially if it involves individuals of different levels and positions. A person would rather be silent about an idea than be voiced in a meeting because they are unable to fight the anger that is in themselves. They find it difficult to control their emotions and are constantly worried about the opinions and views of others about themselves.

According To Saheed O. Adeyami, Ganiyu & Rosli Bin Muhammad (2017), group discussion refers to a dialogue between several people in a group where each influences the other. There is no doubt that in a group discussion there will be criticism and disagreement between members. For someone who cannot accept this fact, then fear and anger will appear in them. This fear and annoyance has been likened to a hidden communication disease (Horwitz,2002). As a result of this, it will cause a person to experience discomfort which in turn will not engage in discussion actively and positively (Marann, Barbara & Dan, 2012).

An interpersonal conversation is an interaction between two or more people with the formal purpose of exchanging knowledge. In this case, for those who have high knowledge and confidence will try to dominate the other partners in the conversation. As a result, for those who feel less available knowledge will feel isolated and subsequently upset to speak in the conversation session. According to the study, a student will feel traumatized when they are asked to speak, especially when they feel they are less than their peers (Mahani Stapa, Noor Asniza Murad & Norasnita Ahmad, 2014).

Public speaking is one of the most popular forms of communication among people. Therefore, many studies are carried out to see more related to the nature, dimensions and treatment in this public speaking. According To Bodie, G.D, Honeycutt, J.M, & Vickery. A. J, (2013), this annoyance in public speaking can be seen by the reaction of the body and mind where there will be a sense of restlessness in public. Voice, smoothness, mouth, throat, facial expressions, fingers and movements will all give symptoms and signs of discomfort. This annoyance will cause the voice to tremble, the conversation becomes too fast, stuttering, blocked breathing, frequent wheezing, frequent swallowing, showing anxious facial muscle tissue, twitching, stiff palms, swaying, back and forth, moving the toes or body shifts, mouth becomes dry and discomfort in the stomach.

From the point of view of writing, it is a method of communication without involving voice but still need to use sentences to express what you want to convey. Through good writing, the purpose and purpose of communication will be achieved. However, if the annoyance cannot be overcome properly, it will cause a person to experience discomfort which in turn will cause a person does not want to be active in his writing and can affect the quality of his writing (Marann, Barbara & Dan, 2012).

RESEARCH METHOD

The instrument used for this study was a questionnaire. The study population consisted of students of Politeknik Sultan Azlan Shah (PSAS). The sample size was taken from Commerce Department students. A total of 173 questionnaires were distributed randomly to semester 5 students. 143 data are collected and can be used for analysis.

A corresponding set of questionnaires was developed. It consists of six sections: Part A (Demographic Information), Part B (Group Discussions), Part C (Meetings), Part D (Interpersonal Conversations), Part E (Public Speaking) and Part F (Writing). There are 22 items of questions to be answered by the respondents where there are 4 questions for Part A, 3 questions for Part B, C, D and E while 6 questions for Part F. 30 sets of questionnaires were distributed for Pilot testing and Cronbach's Alpha was rated 0.953. A five-point Likert scale was used where scale (1) strongly disagreed, while Scale (5) strongly agreed. The statistical package for Social Sciences for Windows (SPSS) was used to analyze the data. The mean method was used to describe the results of the study. Richard & David (2000), states that for the purposes of five-point likert scale analysis, the mean range difference has been divided into three. The mean score between 5 to 3.68 is categorized as high level, the mean score between 3.67 to 2.34 is categorized as medium level and the mean score between 2.33 to 1 is categorized as low level.

RESULTS

Based on the analysis of 143 respondents, it was found that 72.7% (104 people) were female respondents and 27.3% (39 people) were male respondents. A total of 28% of respondents were from Diploma in Accountancy, 24.5% from Diploma in Marketing, 22.4% from Diploma in Business Studies and 25.2% from Diploma in Retail Management.

The first objective of the study was to identify the degree of difference in students ' annoyance from either verbal or non-verbal communication. The study found no significant difference between the types of verbal and nonverbal communication. This is evidenced by the mean value of verbal communication and non-verbal communication is approximately the same, respectively 2.65 and 2.48. The results of the study can be summarized as Table 1 as below:

Table 1. Communication Annoyance (N =143)

Construct	M
Oral / Speaking	2.65
Non-verbal / Writing	2.48

Note. M = Mean

The second objective of the study was to determine the difference in communication annoyance between male and female students. The mean score for male students was 2.70 and for female students was 2.80. It was found that there was no significant difference in the level of communication annoyance between male and female students in PSAS. The results of the study can be summarized as Table 2 as below:

Table 2. Breakdown By Gender *(N=143)*

Construct	*M*
Male	2.70
Female	2.80

Note. M = Mean

The third objective of the study is to identify the context or type of communication that most evicted by students either from the point of group discussions, meetings, interpersonal conversations, public speaking or writing. Based on Table 3, the results showed that public speaking is the type of communication that gives the highest mean value (2.96) compared to meetings (2.65), interpersonal conversations (2.65), writing (2.48) and group discussions (2.36). This gives the answer that public speaking is the most preferred type of communication annoyance by students compared to other types of communication. The findings also found that among the main contributors to the occurrence of annoyance to students in communicating is because of the high nervousness that causes their body to tremble when speaking. This is evidenced by the highest mean finding for this category (3.06). The second and third contributors to annoyance in communicating based on the type of public speaking that students feel so embarrassed (2.97) and confused thoughts (2.85). The results of the analysis can be summarized as Table 3 as below:

Table 3. Annoyance Based On Types Of Communication (*N* =143)

Construct	*M*
Group Discussion	2.36
Meeting	2.65
Interpersonal Conversation	2.65
Public Speaking	2.96
Writing	2.48

Note. M = Mean

Verbal Communication: Group Discussion.

	Mean
I don't like participating in group discussions	2.12
I am nervous while participating in group discussion	2.43
Engaging in group discussion, make me anxious	2.55

Verbal Communication: Meeting

	Mean
I am timid/ashamed to participate in meeting	2.57
I am afraid to express myself in meeting	2.69
Communicating at meetings usually makes me trembling	2.69

Verbal Communication: Interpersonal Conversation

	Mean
I am too embarrassed to talk	2.69

I am a passive person during conversation	2.73
I am nervous to talk in conversation	2.51

Verbal Communication: Public Speaking

	Mean
Some of my body will tremble when giving a speech	3.06
My mind is messed up when giving a speech	2.85
I was embarrassed and caused me to forget the facts	2.97

Non-verbal Communication: Writing

	Mean
Writing is not my interest	2.50
My mind is empty	2.50
Expressing ideas through writing seems to be a waste of time	2.10
Some people are better than me at writing	2.86
I don't like people judging my work	2.41
I don't know the right way	2.51

DISCUSSION

The results of the study showed that the level of communication annoyance of PSAS students was at a moderate level. Although it does not make a significant difference, but this annoyance should be tried to be overcome or minimized to ensure that students will continue to be able to communicate better to provide more robust results or impact. Keep in mind, one of the contributing factors to the rising unemployment rate in Malaysia is that employers are less satisfied with the communication skills of graduates. For this reason, if this annoyance continues from time to time, it is not impossible that it will increase the number of graduates who are less desired by employers in the future. In addition, the results of this study can help lecturers or institutions to better understand the causes or contributors to the occurrence of student annoyance in communication and thus find the best alternative to overcome this.

CONCLUSION

The study focused on the students ' annoyance in the communication chapter. The findings provide some important insights that must be taken either by lecturers, institutions or students themselves to try to improve the existing weaknesses and shortcomings to achieve a better level. The results of this study are expected to provide useful input to students, lecturers, employers, institutions and the authorities to re-evaluate where the shortcomings and improvements that need to be done to make the session run well and achieve the desired goals. For this reason, the institution can implement several programs for students such as communication lectures, communication demonstrations, communication tips and communication graph programs to help students to increase their confidence and courage in communicating. They should know where their weaknesses or shortcomings are and then they will know how to fix them.

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