



THE RELATIONSHIP BETWEEN PERCEIVED TEACHER SELF-DISCLOSURE AND
TEACHER CREDIBILITY AMONG PUBLIC RELATIONS UNDERGRADUATES IN
UNIVERSITI TUNKU ABDUL RAHMAN

BY

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A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF COMMUNICATION (HONS) PUBLIC RELATIONS

FACULTY OF ARTS AND SOCIAL SCIENCE

UNIVERSITI TUNKU ABDUL RAHMAN

JAN. 2017

Perceived Teacher Self-Disclosure & Teacher Credibility

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DECLARATION

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APPROVAL FORM

This research paper attached hereto, entitled **“The Relationship between Perceived Teacher Self-Disclosure and Teacher Credibility among Public Relations Undergraduates in Universiti Tunku Abdul Rahman (UTAR)”** was prepared and submitted by Chew Choi Kuan, Kow Yuet Teng, Them Yu Hong, Yap Xin Fong, and Yeoh Hui Wen in partial fulfilment of the requirements for the Bachelor of Communication (HONS) Public Relations at Universiti Tunku Abdul Rahman. Hereby, it is accepted.

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ABSTRACT

This study aimed to determine the relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman (UTAR). To measure the relationship of the variables, Demographic factors, Teacher Self-Disclosure Scale and Ethos/Credibility Scale were used as the tools. Stratified random sampling method was used in this quantitative study. 100 questionnaires were distributed to the first year, second year and third year Public Relations students at UTAR. There are 48 male and 52 female students completed the questionnaires in this research study. Besides, SPSS version 22 was used to analysis the data. Other than that, descriptive analysis, Pearson's correlation, independent samples t-test, one-way ANOVA and multi-comparisons ANOVA used to proceed data analysis. The findings indicated that there are slight positive correlations between perceived teacher self-disclosure and teacher credibility. However, there is no significant difference in terms of gender and in influencing perceived teacher self-disclosure and teacher credibility. Researcher also found out that there is no significance difference between year of study, perceived teacher self-disclosure and teacher credibility.

Keywords: Perceived Teacher Self-disclosure, Teacher credibility, Gender

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the main variables of the study namely, perceived teacher self-disclosure and teacher credibility. This chapter also consists of research background, problem statement, research objectives, research questions, research hypotheses, significance of study, methodology, limitations of study, operational definitions and last but not least a summary of the whole chapter.

1.1 Research Background

1.1.1 Interpersonal Communication between Teacher and Students

The interpersonal communication between teachers and students often occur instantaneously at all levels of education. According to Landed (2014), it takes 11 years for students to complete their studies from primary to secondary level education. Excluding the extracurricular activities, students spend at least seven hours every day in school for classroom learning. It shows that teachers spend most of their school hours with students, due to their vital role as an educator. Therefore, teachers cannot avoid communicating with their students especially during the teaching process.

The mission and role of teachers are to convey their knowledge to students as well as to shape the student's mentality. Throughout the teaching process, effective interpersonal communication is an essential tool that could benefit both teachers and students by providing the appropriate platform for knowledge. A common use of interpersonal communication can be observed from the teacher-student interaction which occurs in most question-answer scenarios at a classroom. When a teacher and student actively switch power roles, the

learning process becomes more effective as it portrays good flow of two way communication in the classroom. Apart from that, teachers who appeal for student's opinions, thoughts or ideas may project an impression in making students feel appreciated, therefore, students also become more confident and eager to participate in classroom learning.

Without a good flow of communication in the classroom, teachers might not be able to effectively deliver information, knowledge, and skills to their students. Besides that, they may also lose the opportunity to develop positive attitudes, characters, and perceptions. Therefore, an effective interpersonal communication between teachers and students is crucial because it helps to build student's learning motivation, affective learning and cognitive learning (Eldon, 2016).

1.1.2 Teacher Self-Disclosure

Communication strategies are common mediums used by teachers as a teaching and learning tool. Since most types of communication involve a two-way process, teachers often take the initiative to convey information and knowledge to students who will then receive the information and ask questions in order to seek further explanations. In some cases, teachers would provide examples that are related to their personal experiences in an effort to clarify certain terms or concepts, whenever the students find it confusing or hard to understand. While at other times, teachers are required to enlighten their students' knowledge on a particular topic by discussing current issues. Teachers may also project their own views and opinions towards a particular subject to make it more understandable. By doing this, a teacher can enrich the student's knowledge about current events and help them get closer to the students.

Teacher self-disclosure refers to how a teacher communicate with students by sharing their personal and professional information, be it related or unrelated to the course material

(DiVerniero & Hosek, 2011),. Teacher self-disclosure can be divided into three dimensions that are amount, relevance and negativity (Cayanus & Martin, 2008).

Cayanus and Martin (2008) defines the amount of teacher self-disclosure as how often the teacher self-discloses to students inside the classroom. Second, the relevance of teacher self-disclosure refers to what extent does the course content disclosed by the teacher meets the student personal needs or if it is able to influence student's learning and perception. Lastly, the negativity of teacher self-disclosure refers to negative disclosure from teacher that may affect the student's perception towards the teacher.

According to Eldon (2016), he stated that a teacher's practice of self-disclosure could increase their effectiveness with students. It also means that teachers may reveal information about themselves regardless of whether it relates to the course content or otherwise, in order to help students understand better or allow their relationship with students to become closer (Miller, 2014). For an example, the teacher might share a personal working experiences to aid students in getting a better understanding of future careers, work task, and environment. Thus, the act of self-disclosure may very well influence a student's perception towards the teacher in the classroom.

1.1.3 Teacher Credibility

According to Nicole (2011), the meaning of teacher credibility points to whether the educator's attitude can be seen as an honest source or otherwise. Teacher credibility shows the teacher's competence as an educator from the student's standpoint and it affects the overall integrity and professional image of a teacher. It occurs inside and outside the classroom as part of the interpersonal communication process between teachers and students. In this context, trust plays a crucial role in the two-way communication.

Hence, teacher credibility is formed together. If an educator maintains high credibility it can affect the students learning motivation. For example, students may achieve better

grades because they are willing to pay more attention in class. However, if the credibility of a teacher is low, it may generate bias behavior from students who dislike that particular teacher or even cause students to lose their learning motivation. According to McCroskey (1998), characteristics of a teacher are being used to measure credibility, which can be categorized as competence, goodwill, and trustworthiness. Hence, student perception of credibility can also be impacted by acts of self-disclosure (Nicole, 2011).

This research aims to investigate the relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman (UTAR).

1.2 Problem Statement

Teachers are considered as a role model by students, other than being a source of knowledge. Therefore, teacher self-disclosure might affect the student's perception of teacher credibility, depending on how much favourability among students a teacher is attributed. If a teacher loses credibility, students would be afraid to communicate and avoid any eye contacts with teacher during the class. Hence, teacher credibility is a major factor which will affect student's learning process, performance as well as their behaviour. In addition, when students perceive that a teacher has low credibility, they may also avoid attending class. These reasons show why teacher credibility is important and also its consequences if it were to be neglected.

Next, teachers are also required to refrain themselves from showing uncontrolled negative thoughts in classroom as it may stain students' mentality and attitude on how they interpret certain situations, in the long run. If a student does not have the resistance towards these negatives messages, they would take it in as guidance. Apart from that, if the information given by the teacher is false, it can be very misleading and create the impression that the teacher is unprofessional and not credible to teach. The teacher may also attract

irreverent action whether inside or outside the classroom if this occurs. Therefore, this research aims to explore the relationship between perceived teacher self-disclosure and teacher credibility, to test if it may lead to further societal problems for the teacher-student relationship in the future.

1.3 Research Objectives

The general objective of this study is to determine whether there is a positive relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman. More specifically to:

1.3.1: Determine whether there is a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.3.2: Determine whether there is a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.3.3: Determine whether there is a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.3.4: Determine whether there is a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.3.5: Determine whether there is a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.4 Research Questions

The research question of this study are as follows:

1.4.1: Is there a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?

1.4.2: Is there a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?

1.4.3: Is there a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?

1.4.4: Is there a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?

1.4.5: Is there a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?

1.5 Research Hypotheses

Perceived teacher self-disclosure is the independent variable used to manipulate the outcome of the dependent variable. There are three dimensions used to test teacher self-disclosure referred to as amount, relevance and negativity. However, the dependent variable in this

study is teacher credibility. Several statements will be formed to link and create relationships between these variables. Therefore, hypothesis is developed as shown below:

H1: There is a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

H2: There is a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

H3: There is a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

H4: There is a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

H5: There is a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman.

1.6 Significance of Study

This research will provide insight on how teacher self-disclosure can impact student perception of teacher credibility among Public Relations undergraduates in UTAR with hope that the overall findings can benefit the government and universities, as well as educators and students.

First of all, this research intends to provide the relevant data specifically for the Ministry of Education Malaysia (MOE) and universities to identify the possible effects of

teacher self-disclosure on students. By acknowledging the relationship between perceived teacher self-disclosure and teacher credibility, government and universities could control the quality of education by organizing talks and workshops that are aimed at drawing attention to the usage of personal disclosure when preparing teaching materials.

At the same time, this research can also help educators such as teachers and lecturers to appreciate the importance of having good teacher-student relationships. Teachers need to realize that interacting and communicating with their students is a significant practice that encourages successful teacher-student relationship. Besides that, teachers can retain credibility by acquiring more effective ways of delivering information without risk of being irrelevant. Furthermore, teachers will also be able to exercise better control over their responsibility as a role model using correct values and behaviours. By doing so, the teacher-student relationship is improved with trust during the educating process.

Lastly, this study will also benefit students, especially university undergraduates. Since interaction and communication between teacher and student can occur inside and outside the classroom, it is possible for a variety of information to be discussed. Students need to improve their power of observation in class in order to distinguish whether the information given is useful or not. Students must be more alert and quick in grasping content when a teacher delivers information via self-disclosure because the quantity of information does not necessarily mean that there is credibility.

1.7 Methodology

In this research, the aim is to investigate the relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in UTAR. A quantitative research method is used to gather and analyse statistical evidence which may appear in digital and quantified forms (Ingham-Broomfield, 2014).

According to Alshenqeeti (2014), the most common quantitative research method is to conduct survey questionnaires because it is an easier way to collect information from respondents as it requires immediate response. Therefore, a set of questionnaires was adopted from the Teacher Self-Disclosure Scale (Cyanus & Martin, 2008) to measure perceived teacher self-disclosure. However the student perception of teacher credibility was measured using an adaptation of the Ethos / Credibility Scale (McCroskey & Teven, 1999). The Statistical Package for Social Science (SPSS) version 22 was used to perform data analysis.

1.8 Limitations of Study

There are few limitations to this study. First, data collection is limited due to time and lack of funding. The research was not able to proceed using a larger sample of respondents from different faculties or different universities although it may have provided more precise and reliable data to represent the population of undergraduates in Malaysia. Hence, a sample of respondents from UTAR's Public Relations course was utilized, with minor beliefs that these students would be keener towards interpersonal communication.

Next, due to a limited number of sources on perceived teacher self-disclosure and teacher credibility, the research faced some difficulties when retrieving information and in writing the literature review. However, with the help of electronic databases such as the National Library of Malaysia (PNM), UTAR Library, Google Scholar and et cetera, the search for similar words such as perception, self-disclosure, teacher disclosure, teacher in classroom, credible teacher and teacher communication proved helpful in finding related reading materials.

Last but not least, the time and duration allocated to conduct this research was limited. In fact, the research was only given several weeks to carry out the experiments and to

complete three chapters. Fortunately, this research was completed with the cooperation of every member despite the lack of time.

1.9 Operational Definitions

The section below describes all definitions of the key terms used in this research.

1.9.1 Perceived Teacher Self-Disclosure

Perception can be linked to attitudes. It is described as an interpretation or understanding of a particular information and the organization of sensations into something meaningful. In this study, teacher self-disclosure is defined as the sharing of private and professional information to students, either related to the course material or otherwise (DiVerniero & Hosek, 2011). Besides that, Cayanus and Martin (2008) mentioned that teacher self-disclosure includes three dimensions that are called amount, relevance and negativity.

1.9.2 Amount

In this study, the amount of teacher self-disclosure is defined as how often a teacher self-discloses information to the students inside a classroom. The student tentatively becomes socially attracted to the teacher when they are given more information or understands more about their teacher (Cayanus & Martin, 2008).

1.9.3 Relevance

The relevance of teacher self-disclosure can influence student's learning and perception. In this study, relevance is defined as whether or not the content being disclosed by teacher meets the student's personal needs, personal goals or future career goals (Cayanus & Martin, 2008).

1.9.4 Negativity

In this study, negativity is associated with negative disclosures as students may view a teacher who self-discloses negative information as lower in credibility (Cayanus & Martin, 2008).

1.9.5 Teacher Credibility

In this study, the definition of teacher credibility refers to the attitude of a receiver which references the degree to which a source is seen as believable (Nicole, 2011). Besides that, teacher credibility can also be defined as a mediator of instructors' pro-social communication behaviors of nonverbal immediacy, clarity, and confirmation to student learning outcomes (Tina A, Strayhorn, & Tillson, 2014).

1.10 Summary

In a nutshell, this chapter introduces the research topic and briefly explains the factors related to the topic. The purpose of conducting this research is to understand the relationship between perceived teacher self-disclosure and the teacher credibility among Public Relations undergraduates in UTAR. This chapter clearly states all determinants that are tested in the later chapters, aside from serving as fundamental work for further researches. A review of relevant literature will be conducted in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researchers will be exploring, in-depth, the concepts of perceived teacher self-disclosure and teacher credibility. There will be an overview of past studies that were conducted by previous researchers related to perceived teacher self-disclosure and teacher credibility. Apart from that, Social Penetration Theory and Impression Formation Theory is used to develop the conceptual framework that will describe the relationship between independent and dependent variables. A summary of points is also included at the end of the chapter.

2.1 Social Penetration Theory

In the early 1970s, Irwin Altman and Dalmas Taylor developed a theory called the Social Penetration Theory. This approach aimed at explaining the processes used by people in developing deeper and more intimate relationships with others via mutual self-disclosure or inadvertently disclosing their personal information (Griffin, 2012). It theorized that the mode of self-disclosure can be matched with reinforcement dynamics, which means that if a person is given a positive response from others during the course of interaction, it causes the relationship to become deeper and more trustful. A study by Baack (2000) acknowledged that this is because people tend to disclose more about their personal information to others when they gain a positive reaction.

Also, the central point of the Social Penetration Theory is about how relationships develop as a process. Fundamentally, it can undergo four stages. In the earliest stage (orientation), individuals are more careful in their interactions with another because of the assumption that people are ruled by social conventions and formulas. Thus the information

they might share is often less relevant to themselves or others. When the relationship progresses into the second stage (exploratory affective exchange), self-disclosure becomes reciprocal. According to Miller (2005), individuals will start to become more slacken in their relationship, and they tend to share more information beyond the socially approved orientation, which include private information.

In view of Altman and Taylor (1970)'s study, the third stage of Social Penetration Theory regularly indicates a feature of close friendship and romantic relationships. Hence it is known as an affective exchange. Miller (2005) also mentioned that the barriers between each other is taken down in this stage to allow for open exchange. The term "hit it" among interpersonal relationship does not exist in this context, and either positive or negative message is shared in a comfortable way. According to another study by Griffin (2012), he stated that when this stage is achieved, the relationship between individuals will become more stable, more meaningful, and able to last longer.

The last stage is called the stable exchange. In this final process, social penetration enhances interpersonal relationship gradually, layer-by-layer. Individuals will increasingly continue to disclose private details about themselves to each other, and the interaction between them improves. Miller (2005) acknowledged that, in this stage, communication could even occur at a nonverbal level.

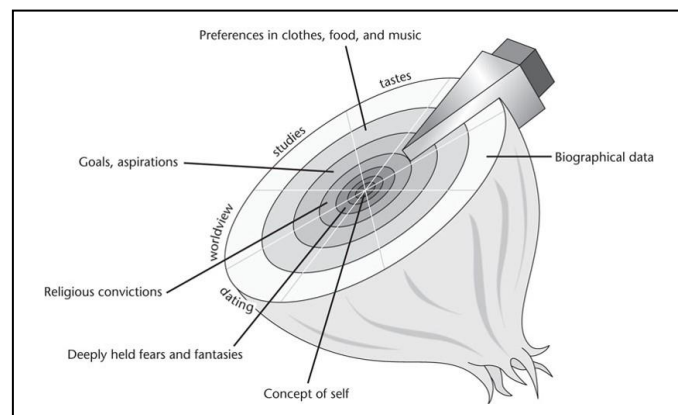


Figure 2.1: Penetration of Personality Structure, from "A First Look at Communication Theory" (Griffin, 2012, p. 115).

Altman and Taylor (1970) even proposed an onion model to explain the progress of communication when the relationship moves through the four stages. They viewed people as a multi-layered onion, progressively disclosing information to others; it is akin to peeling the layers an onion. As shown in *figure 2.1*, the outer layers of a onion represents the public self which is relative to the type of information that is exposed to everyone, whereas the inner layers of the onion symbolizes the concept of self that is more personal and invisible to the world. According to Rianne (2013), if one layer of the onion is peeled away, another layer will be seen. This continues until it reaches to the core of the onion.

Similarly, Miller (2005) stated that the onion metaphor describes how communication deepens, in terms of breadth and depth, and that the onion's round surface illustrates the numerous ways to connect deeply to another person. Breadth is the number of topics that are discussed in the relationship, whereas depth is the particular topic being discussed and the degree of intimacy. Annie (2009) suggested that the development of each stage in a relationship is like a different "wedge-shaped pattern" that requires more self-disclosure. Thus, the level of privacy changes from superficial to more intimate as it approaches the core.

Apart from that, Social Penetration Theory is widely influential in terms communication aspect and areas of social psychology. It illustrates the development of interpersonal relationships in way that resonates with our individual experiences, which are often disclosed in an ongoing relationship; this practice of self-disclosure usually stops when the relationships is close to ending (Miller, 2005).

However, Miller (2005) also stated that the weaknesses of Social Penetration Theory is the low standard of accuracy. It can be divided into three issues, first, the continuing development of relationships makes it harder to pass judgement in order for it to be accepted in an empirical test. Second, the ethical problems surrounding the theory's procedures makes it difficult to evaluate and to set a standard of accuracy. Lastly, the justification process of

this theory does not account for the fact that people's opinions will change from time to time. For example, if an interpersonal relationship has ended, the reasons given to justify why the relationship ended is often based on malleable opinion and not from clear truth.

2.2 Teacher Self-Disclosure

Self-disclosure is one of the strategies that teachers could use to make a taught subject more interesting to students. It can be applied to the classroom environment for different purposes like setting up interpersonal relationships, increasing credibility, clarify course content and keeping student's attention (Rahimi & Bigdeli, 2015). Moreover, many researchers agreed that the practice of teacher self-disclosure is functional in the classroom. For instance, Andersen (1981) mentioned that course content could be delivered efficiently when the teacher is teaching through the use of humor, stories, enthusiasm, and self-disclosure.

In that sense, teachers who utilize these verbal behaviors such as narratives, personal examples and humor while presenting course content are able to improve the clarity of the information as well as create more delightful classroom environment (Downs, 1988; Gorham, 1988). In a similar fashion, Wamback (1997) found that teacher self-disclosure encourages student participation by improving clarity of information and providing the optimal environment for learning. According to McCarty (1981), his study found that students achieve greater comprehension of the material when it is related to their own world of experiences. The voluntarily disclosure of a teacher's past history, beliefs and values, personal lives, and experiences can also enhance the ability of students to recall the lecture material (McCarthy & Schmeck, 1981).

A study conducted by Cayanus (2004) stated that teacher self-disclosure is an effective instructional tool that could produce a positive learning atmosphere. When this tool is used appropriately, it increases students' participation, interest, understanding and

motivation. However, teachers also have to be aware of the proper amount of information disclosed; they should neither disclose too much nor too little (Cayanus, 2004). Excessive amount of disclosures from teachers could violate the boundaries of professionalism in teacher-student relationships, while in contrast, too little disclosure could cause negative learning atmosphere leading to students perceiving teachers as stiff, boring and unfriendly. Therefore, it is important for teachers to prepare themselves beforehand so that they can strike a balance in self-disclosure and the course-related material.

2.2.1 Perceived Teacher Self-Disclosure

Self-disclosure is the process of communication that involves a "process of making self-known to others" by revealing personal information (Jourard, 1958). For instance, the act of sharing personal information can be interpreted as a way of building trust with other people. Therefore, self-disclosure plays a central role in the development and maintenance of relationships (Nancy, 1994). Teacher self-disclosure is a form of communication specially used to develop better teacher-student relationships. More often than not, the teacher-student relationship goes hand-in-hand to create the positive learning atmosphere (Frymier & Houser, 2000).

Apart from that, Hammed (2009) defines perception as an individual's ability to understand and an important tool in determining human behaviour. In other words, perception is the process by which we interpret the world around us. Regardless of whether the personal information is related to the teaching content, it will induce some effects on student's academic learning and classroom participation. Moreover, perceived teacher self-disclosure can be viewed as a method to increase student motivation, interest and participation (Cakmak & Arap, 2013). It can influence in students' learning by facilitating them to develop active interpersonal relationships. According to Christophel (1990), he also found that teachers possess the immediacy of being positively associated with student motivation and concluded

that immediacy first modified state motivation and then affects student learning. If teacher self-disclosure serves as an immediate behavior to help students reach for a higher level of effective learning, then students should likewise enjoy being in the classroom.

Researchers also reported that student interest are correlated with the three dimensions of teacher self-disclosure called amount, relevance, and negativity. According to Cayanus and Martin (2008), they explained that the amount aspect is referring to how much and how often a teacher uses self-disclosure in the classroom. Relevance involves the disclosure of information relating to the topic used classroom discussions. Lastly, negativity refers to the habit of disclosing "bad" issues in the classroom.

Amount. Amount dimension refers to the quantity of information disclosed from teacher to student which affects their interest to study and class participations. When student's interests and participation increases, they will be more inclined to learn. According to Eckhart (2011), students will lose their interest in teacher disclosure after a period of time because every different student will have their individual limit.

Relevance. Relevance disclosure is an event when students perceived that the course content could meet their personal needs, personal goals and also their career goals (Keller, 1983). Frymier and Shulman (1995) explained that relevance is related to verbal and nonverbal immediacy, student motivations which affects the course and teacher. Students tend to expect some association or relevance between the teacher's disclosure and the topic being discussed. Thus, relevance can not only could increase student clarity and understanding but it also increases student interest and motivation (Goldstein, 1994).

Negativity. Negativity is seen as an act of disclosing negative information from teacher to student that may be offensive. According to Cayanus (2004), the disclosed information can be attributed to a valence of positive and negative nature. Valence is important because teachers who engage in positive self-disclosure are viewed more positively

by their students compared to those who engage with negative self-disclosure (Messman, 2001). Therefore, teachers need to understand the dual nature of content or information that they are going to disclose to their students (Eckhart, 2011).

This study has determined that all three dimensions of teacher self-disclosure are positively related to affective learning, motivation to attend class, and also clarity of information.

2.2.2 Cayanus and Martin's Perceived Teacher's Self-Disclosure Scale

Cyanus and Martin (2008) developed an instrument called a 14-item Teacher Self-Disclosure Scale to measure teacher self-disclosure. This scale is improved from their one-dimensional scale which only focuses on the amount dimension of self-disclosure (Orbash, 2008). This instrument uses a seven-point Likert scale for respondents to range each item regarding their teacher from completely disagree (1) to completely agree (7). The scale used in this research is adapted to fit all three dimensions of self-disclosure namely amount, relevance and negativity.

Based on the scale, amount dimension shows how often teacher self-disclosure occurs. It consists of four items that were designed to ask questions such as “My instructor often shares his/ her dislikes and likes” (Orbash, 2008). Next, five items were chosen to represent the dimension of relevance that is focused on how the course content meets the student needs and personal goal by asking questions such as “My instructor links current course content to other areas of content through the use of personal examples” (Cyanus & Martin, 2008). These five items of relevance originated from Frymier and her colleagues, and was revised by adding a new term, ‘personal’, and redirecting the focus more on disclosure in the classroom (Cyanus & Martin, 2008). Lastly, the five items used to represent negativity was created from the research of Wheelless and Grotz, then revised to focus on how teachers disclose

negative information in the classroom by asking questions like “My instructor usually discloses negative things about him/ herself” (Orbash, 2008).

Furthermore, Cayanus and Martin found that the relationship between teacher self-disclosure, clarity and affective learning is supported by the findings from using the Teacher Self-Disclosure Scale. For instance, the reported variance in students’ affective learning can be explained by based on amount and negativity, moreover, the variance in teacher clarity is explicated through relevance and negativity (Orbash, 2008).

Cyanus, Martin and Goodboy (2009) conducted a study called “*The Relation between Teacher Self-Disclosure and Student Motives to Communicate*”. It examined the relation between teacher self-disclosure and student’s motif to communicate with their teachers in the classroom. The study involved 269 students from a large Mid-Atlantic university to measure the variable of teacher self-disclosure using Cayanus and Martin’s teacher self-disclosure scale.

Using a Likert-type scale, 30-items were used to measure the student motives to communicate with teacher which includes five dimensions that are termed relational, functional, sycophancy, excuse-making and participation (Martin, Mottet & Myers, 2000). The results showed the dimension of negativity in teacher self-disclosure that was related to the relational, sycophancy, excuse-making and participatory motives, while, the dimensions for amount and relevance were related to the participatory and functional motives.

2.3 Impression Formation Theory

Ireland (2013) stated that the "impression formation is human nature and it is something humans do on a routine basis". It is the process to form our beliefs and evaluative judgments of other people based on limited information (Huma, 2010). In the process of impression formation, visual appearance makes a great difference in both online and offline environment.

Notably, in discussing a stranger's first impression, a spontaneous perception of other people will come out within a few seconds from their nonverbal information (Westerman, Tamborini, & Bowman, 2015).

Based on another study, face to face communication and Computer-Mediated-Communication (CMC) was used to compare the intensity and breadth of impressions formation (Hancock & Dunham, 2001). The findings showed that information received from CMC is less compared with face to face communication, but intense impressions formulate more with CMC which mean less information can form the intense impressions (Ireland, 2013). Furthermore, Van der Heide, D'Angelo and Schumaker (2012) investigated the difference between photographic and textual information in impression formation, and found that textual information has more impact on impression formation compared to photographs. In short, people are capable of forming impressions based on only textual clue and few given information.

Impression Formation Theory explains why people use certain pieces of information such as behaviors, coherent personality and speech acts to form impressions of others (Walther, 1993). This is because these impressions are used for future interactions. Therefore, students might require only a little information from teachers' self-disclosure in a classroom to form an impression and make assumptions of their teacher (Ireland, 2013). These impressions could have an impact on the teacher-student relationship and student perception of teacher credibility. For instance, students can form assumptions of a teacher's reading habits just by knowing what the teacher is interested in reading, and then reach a conclusion that this particular teacher is credible because he or she is knowledgeable from reading many books.

2.4 Teacher Credibility

According to Gili (2013), credibility is one's personal quality that includes honesty, trustworthiness, sincerity and consistency. A sense of credibility that centers not only on one's relationships and self-image but also from the receiver's point of view is also called perceived credibility. Gray, Anderman and O'Connell (2011) stated that credibility is also one of the most cogent resources for a sender as the amount of trust between receiver and sender is based on the amount of credibility.

Based on that definition, teacher credibility can be interpreted as the believability of a teacher (Gray, Anderman & O'Connell, 2011). Similarly, teacher credibility is the degree to which the perception of students towards teacher is believable (Banfield, Richmond & McCroskey, 2006). It is known as an attitude or subjective perception. Besides that, Myers and Brann (2009) also acknowledged that the teacher-student relationship is affected by the important variables which are teacher credibility, as it is considered to be believable. As mentioned by Russ, Simonds and Hunt (2002) in their study, it is one of the crucial elements of teacher effectiveness in the classroom to promote effective instruction and positively affects the attitude of a student. Students will not listen and accept information from a teacher who lacks credibility. Whereas, if a teacher who is perceived to have high credibility, it increases student's motivation in class, enhance cognitive learning, overall academic performance, and help the teacher to gain student's respect.

According to Russ (2002), teacher credibility can be shown with a two-factor model of competence and character. Competence refers to the teacher's knowledge or expertise in a certain subject area. A teacher who seems knowledgeable will be perceived as influential and credible. Character is the degree of trust that a teacher shares with a student. Teachers who are trusted will benefit from the close relationship and gain an increase in credibility. These two dimensions are used to measure credibility while evaluating a teacher.

In a recent study, Gili (2013) stated that teacher credibility comes from three different roots to be show reliability and trustworthiness. First, teacher credibility comes from the knowledge and expertise of a teacher in aspects of teaching, disciplinary expertise, dramaturgic competence, and communicative skill to reach the educational goals. Second, teacher credibility is based on values such as having a sense of justice and righteousness without showing favouritism. Third, teacher credibility is presented in reciprocity between the teacher-student relationships. For example, the teacher displays a caring attitude by recognizing a student's achievement in order to nurture a mutual fiduciary relationship.

Freeman (2011) views the three dimensions to measure teacher credibility as trustworthiness (character), goodwill (caring) and competence. Trustworthiness is the extent to which a teacher is perceived as good, honest, and loyal. If a teacher is perceived as not trustworthy, students will hesitate to believe any information given by that teacher (Myers & Brann, 2009). Goodwill is the extent to which a teacher is concerned and cares about the student's interest or welfare; it looks at the teacher's responsiveness, understanding, and empathy (Freeman, 2011). Lastly, competence refers to the degree which a teacher is perceived to be knowledgeable and intelligent, allowing for students to easily understand the given information (Myers & Brann, 2009). The three dimensions of teacher credibility not only affects student achievement but also influences the teacher-student relationship.

2.4.1 McCroskey and Teven's Teacher Credibility Scale

There are several studies about credibility measurement tools. As shown by other past studies that source, situation and exposure of time affects credibility, McCroskey, Holdridge and Toomb (1974) used a semantic differential type scale to create a teacher credibility measurement tool which focuses on instructor communication (Freeman, 2011). In their study, they verified the validity of the new tool by discovering five prevalent themes of character, composure, extroversion, competence, and sociability. In later years, McCroskey

and Young (1981) compiled those five themes into three main elements of credibility which includes trustworthiness (character), goodwill (caring) and competence (McCroskey & Teven, 1999). However, their study was mainly focused on the measurement of competence and character, and it overlooked the effect of caring on credibility in believe that caring is less important than the other two elements of credibility (Freeman, 2011).

Based on a discussion of other studies, McCroskey and Teven (1999) decided that all three elements of credibility should be treated with equal importance. To prove this, they developed an 18-item semantic differential scale to measure teacher credibility. Each of the three dimensions were measured with six-item subscales based on another 7-point bipolar scale (Miller, Katt, Brown, & Sivo, 2014). This scale was refined from the ones previously created by McCroskey, Holdridge and Toomb (Freeman, 2011). The items to measure competence and trustworthiness was chosen from an earlier factor-analytic study, while the items to rate goodwill was selected from McCroskey and Teven's measurement of perceived caring (McCroskey & Teven, 1999). A study by Li-I Hsu (2014) later featured the use of this scale in a study conducted through the use of online questionnaires that involved 398 participants for the English department of several central Taiwanese universities. This study was among many who also used McCroskey and Teven (1999) credibility scale to measure teacher credibility.

Coffelt, Strayhorn, and Tillson (2014) conducted a research to compare the relevance and valence of disclosure made in the classroom to those made on Facebook. This study also examined teachers' use of computer-mediated communication and the effects that computer mediated communication can have on student perception of their teacher. A total of 200 respondents from a major comprehensive university was involved in this study through the online survey.

Cayanus and Martin (2008)'s teacher self-disclosure scale was used to measure self-disclosure. It consists of 14 items that were separated into three dimensions namely amount, relevance and negativity. For the part on teacher credibility, McCroskey and Teven (1999) credibility scale was used to assess perceptions of competence, trustworthiness and goodwill. The results showed that when relevance and negativity of disclosure increased, students' perceptions of teacher credibility decreased.

2.5 Conceptual Framework

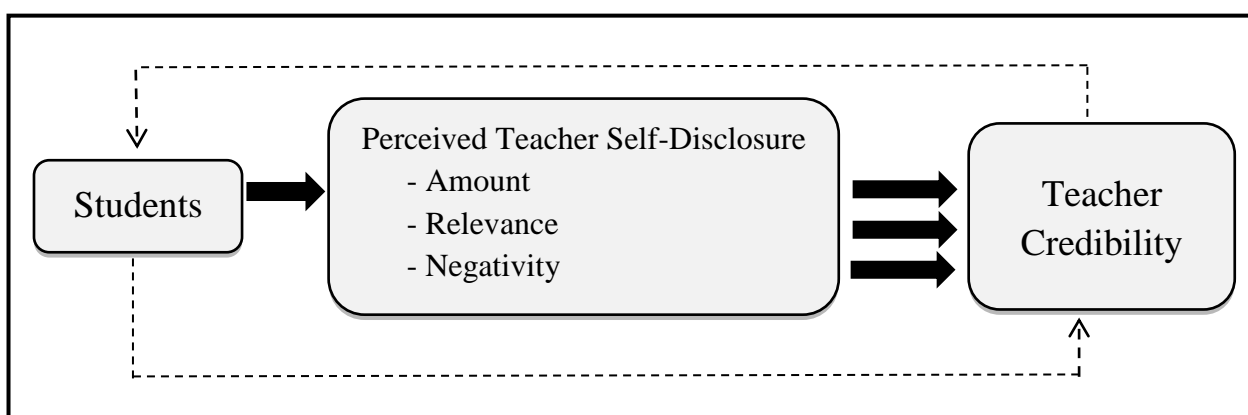


Figure 2.2: Conceptual Framework

The conceptual framework for this research is represented by Figure 2.2. It shows the relationship between the independent and dependent variables. The independent variable is perceived teacher self-disclosure which has three dimensions; amount, relevance and negativity. This framework proposed that teacher credibility is the only dependent variable which would be affected by the independent variables comprised of amount, relevance and negativity. The aim of this study is to examine the relationship between the independent variables and dependent variable among Public Relations undergraduates in UTAR.

2.6 Summary

Based on the literature review, a clear image of all the terms involved in this study was provided. In order to create a better understanding of the terms used, the chapter discusses

Social Penetration Theory and Impression Formation Theory to explain the behaviours of self-disclosure, and how impressions are formed. This chapter will also assist in formulating a better hypothesis that is used to scrutinize the relationship between variables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology, which is a systematic approach used in the collection and analysis of data to answer the research questions. The quantitative method was chosen to examine whether there is any significant relationship between perceived teacher self-disclosure and teacher credibility. Therefore, this chapter consists of the research design, sampling, research instrument, research procedures, data analysis, and a chapter summary.

3.1 Research Design

This study used quantitative research methods to examine the relationship between the independent and dependent variable. According to Wimmer and Dominick (2011), quantitative research methods help to reduce the subjectivity of judgment and improve accuracy of measurements throughout the process of survey distribution and data collection.

According to Alshenqeeti (2014), one example of a quantitative research method is called survey approach. Surveys are known to be efficient research tools that allow for the collection of data regardless of time or location due to the use of direct questioning. Therefore, the survey form is used as the primary data collection instrument for this study.

In short, this research will use surveys to examine the relationship between independent variable (perceived teacher self-disclosure) and dependent variable (teacher credibility) among Public Relations undergraduates in UTAR.

3.2 Sampling

According to Lameck (2013), the process of selecting the primary elements and methods of analysis that are more suitable for a particular research question is known as sampling design. Fundamentally, there are two types of sampling techniques that are called probability and non-probability sampling (Jawale, 2012).

This research uses the stratified random sampling method, which is a form of probability sampling. Latham (2007) stated that stratified random sampling is a method that divides the population according to their gender, age, religions or characteristics into several subpopulation called strata. In each strata, the process of sampling is separately executed. Other than that, one of the advantages of stratified random sampling method is to help researchers in acquiring more precise information from different subpopulation.

Stratified random sampling is chosen because it can provide more accurate results compared to simple random sampling, in a scenario where the strata are heterogeneous among one another yet internally homogeneous. Based on the characteristics of the stratified random sampling method, it will allow the researcher to divide targeted samples into several strata in terms of gender and year of study. This method also provides an easier way of distributing questionnaires which will help to identify the sampling size of undergraduates from different year of study.

Based on the statistic provided by UTAR's Division of Admissions and Credit Evaluation, the population of undergraduates in the Kampar campus who are enrolled in Bachelor of Communication (Hons) Public Relations from 31st December 2016 onwards was shown to be approximately 740 students. That figure also includes 237 students from Year 1, 190 students from Year 2 as well as 313 Year 3 students. Hence, according to the formula for sample size (*size of entire sample / population size * layer size = sample size of strata*), the calculations of a sample size according to each year is as follows:

Year of Study (strata)	Population Size	Formula	Sample Size
Year 1	237	$(100 \div 740) \times 237 = 32.027$	32
Year 2	190	$(100 \div 740) \times 190 = 25.675$	26
Year 3	313	$(100 \div 740) \times 313 = 42.297$	42
Total	740		100

Figure 3.1: Sample Size Formula by Andale (2013)

The calculations indicate that the research would need to distribute 32 sets of survey questionnaire to Year 1 students, 26 sets for Year 2 students as well as 42 sets to Year 3 students.

3.3 Research Instrument

According to Annum (2016), research instrument are defined as the tools for data collection whereby the researcher must ensure that instrument such as questionnaires, interviews, and observations are valid and reliable to be used in their study. The selected questionnaires for this study is categorized into sections A, B, and C whereby respondents are required to answer all the questions.

Section A: Demographic Factors. Demographic factors consist of the basic information for respondents such as gender and year of study. Respondents have to answer all the questions in order to provide the necessary information for the RQ4 and RQ5.

Section B: Perceived Teacher Self-Disclosure Scale. The instruments adapted for this section is called the Teacher Self-Disclosure Scale (Cayanus & Martin, 2008). It is a 14-item instrument used to measure the independent variable (perceived teacher self-disclosure) as well as other aspect of self-disclosure: amount, relevance and negativity. According to a research by Cayanus and Martin (2008), the reliability of these three dimensions were shown

as amount ($\alpha = 0.80$), relevance ($\alpha = 0.88$) and negativity ($\alpha = 0.84$), proving that the content of their Teacher Self-Disclosure Scale is valid. The validity of this scale to test teacher self-disclosure has also been confirmed by other past studies (Cayanus, Martin & Goodboy, 2009; Coffelt, Strayhorn & Tillson, 2014).

For the purpose of this study, respondents are required to vote for one answer from each question which will measure the indexed aspect of self-disclosure in relation to amount, relevance, and negativity. A 7-point Likert scale is incorporated into the design of each question found in this section with sample questions like “My instructor often gives his/her opinions about current events” (Amount), “My instructor provides personal explanations that make the content relevant” (Relevance), and “My instructor normally reveals bad feelings he/she has about him/herself” (Negativity). Therefore, students will only need to provide their response by choosing from the scale of ‘strongly disagree’ to ‘strongly agree’.

The Teacher Self-Disclosure Scale is used to fulfill the requirements of RQ1, RQ2, and RQ3. A reliability test was conducted to show a Cronbach’s Alpha value for amount ($\alpha = 0.775$), relevance ($\alpha = 0.816$), and negativity ($\alpha = 0.865$). In short, the Cronbach’s Alpha of these three dimensions in Section B is above 0.7, thus, it is consistent and reliable.

Section C: Teacher Credibility Scale. The Ethos / Credibility Scale (McCroskey & Teven, 1999) is used to measure student's perception of their teacher "competence," "goodwill", and "trustworthiness". This study adapts from that scale to measure the dependent variable (teacher credibility). McCroskey and Teven (1999) conducted a study to shows the alpha reliability for competence ($\alpha = 0.85$), goodwill ($\alpha = 0.92$) and trustworthiness ($\alpha = 0.92$). These finding were also reflected in other studies that were using the Ethos / Credibility Scale (Banfield, Richmond & McCroskey, 2006; Zuoming & Novak, 2015).

Section C is the final section in the questionnaire. It contains a 3-item instrument and is also used to answer RQ1, RQ2 and RQ3. Similar to the others, a 7-point Likert scale is

used as an answering format. However, the questions in Section C are designed using six bipolar adjective items that are meant to measure the three dimensions of ethos or credibility in terms of competence, goodwill, and trustworthiness.

Students are required to select one number from each set of bipolar scales that reflects their opinion about their teachers' credibility with some adjective items the most positive number is "1", while some adjective items the most positive number will be "7". The reliability test was conducted and the Cronbach's Alpha value (α) for teacher credibility is shown to be 0.855.

Sections	Research Questions (RQ)	Tools
A	<p>RQ4: Is there a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ5: Is there a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	Demographic factors
B	<p>RQ1: Is there a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ2: Is there a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	Teacher Self-Disclosure Scale (Cayanus & Martin, 2008)

	<p>RQ3: Is there a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	
C	<p>RQ1: Is there a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ2: Is there a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ3: Is there a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	<p>Ethos / Credibility Scale (McCroskey & Teven, 1999)</p>

Figure 3.2: Research Instrument

3.4 Research Procedure

Research procedure is defined as a process of conducting research or the stages in which a research is carried out (Arthur, 2009). In this portion of the methodology, the research procedure refers to a sequence of steps beginning from how data and information is collected to the examination of the relationship between perceived teacher self-disclosure and teacher

credibility among Public Relations undergraduates in UTAR. The steps in the research procedure are as shown below:

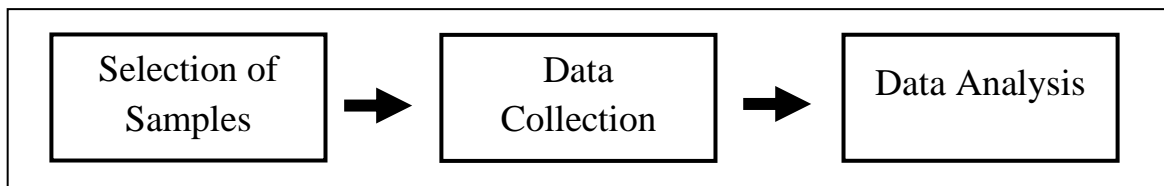


Figure 3.3: Research Procedure from “Overview of the Research Process” by Jones & (Bartlett Learning, 2012)

The procedure begins by selecting samples based on suitability from the target population. In this step, the stratified random sampling method is used as a way to distribute the survey form to respondents. This is done because the target population for this research is divided into three different strata categorized according to the undergraduates’ year of study. By using stratified random sampling method, the accuracy of the divided sample size of each population is assured, and it becomes easier to distribute the questionnaires evenly.

The second step of this research procedure is called data collection. In this step, questionnaires are distributed using the face to face method even though it requires for the researchers to personally distribute questionnaires to respondents. This is done due to the belief that this method will provide researchers with an opportunity to explain the questions clearly to respondents as well as to ensure that they will complete the questionnaire. The face to face method can also make the process more effective and efficient because it is instantaneous. Apart from that, the researchers also distribute questionnaires according to the timetable and venue of students that was obtained from the Faculty of Arts and Social Science (FAS) office. Overall, it took approximately two weeks to gather all of the data that was needed in the analysis.

The last and final step involves data analysis. This step uses the Statistical Package for Social Science (SPSS) version 22 to analyze the data and information collected. Based on

the result of the data analysis, a discussion was formed to see whether there is any positive relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in UTAR.

3.5 Data Analysis

SPSS version 22 is the primary analytical program used in this research. According to Landau (2004), SPSS stands for Statistical Package for Social Science. It is a program that is widely used in social and behavioral sciences for the function of manipulating, analyzing, and presenting data. Hence, by using SPSS program, it can help the researchers to reduce the process and time needed to analyze a hundred sets of questionnaire. Results are obtained by keying in the collected data based on the questionnaire into the SPSS program.

This research also uses four types of measurement approaches known as Pearson's Correlation, descriptive statistics, independent samples t-test, and one-way analysis of variance (ANOVA). An independent samples t-test was used to compare two separate groups of male and female, while on the other hand, the study uses ANOVA to compare the three different categories of undergraduates to see if there are any significant differences. These research measurement approaches will help in finding answer that are related to the research questions. The table shown below illustrates the types of measurement and the associated research questions.

Research Questions	Types of Measurement
<p>RQ1: Is there a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ2: Is there a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p> <p>RQ3: Is there a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	Pearson's Correlation
<p>RQ4: Is there a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	Descriptive Statistics & Independent Samples T-test
<p>RQ5: Is there a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?</p>	Descriptive Statistics & One-way ANOVA

Figure 3.4: Data Analysis

3.6 Summary

To summarize this chapter, the research design features the selection of samples, research instrument, research procedure, and data analysis. Quantitative research methods are used via questionnaires as the primary research instrument to examine the significant relationship between independent variable (perceived teacher self-disclosure) and dependent variable (teacher credibility) among Public Relations undergraduates in UTAR. Statistical Package for Social Science (SPSS) version 22 is used to analyze the collected data. Last but not least, the generated information serves as a basis in determining the validity of the hypotheses, before the finding are analyzed and discussed in the following chapter.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.0 Introduction

This chapter presents the finding and analysis derived from the collected data. In order to answer all the research questions of this study, 100 sets of questionnaires have been collected and analysed using Statistical Package for Social Science (SPSS) Version 22. The statistical tests applied were descriptive statistic, Pearson's correlation, independent samples t-test and one-way ANOVA. Thus, this chapter is only focused on the presentation of the collected data to facilitate meaningful discussion, recommendations, and conclusion in the following chapter.

4.1 Descriptive Analysis

4.1.1 Respondents' Demographic Information

In the questionnaire, Section A is the demographic section which consists of two questions regarding the respondents' gender and year of study. The chart below shows the number of respondent based on their gender and year of study.

Table 4.1 Respondents' Demographic Information

Title	Frequency (N=100)
Sex	
Male	48
Female	52
Year of Study	
Year 1	32
Year 2	26

Year 3

42

Table 4.2 Descriptive Statistics for Gender

	N	Minimum	Maximum	Mean	Std. Deviation
A1Gender	100	1.00	2.00	1.5200	.50212
Valid N (listwise)	100				

A hundred set of questionnaires was distributed to our targeted respondents to investigate the relationship between perceived teacher's self-disclosure and teacher's credibility among public relations undergraduates of UTAR. From *Table 4.1*, the questionnaires were collected from 48 male respondents (48%) and 52 female respondents (52%). All respondents were gathered from different year of study mainly Year 1, Year 2 and Year 3 with a mean of 1.52 and standard deviation of 0.502. These responses were recorded and analyzed using the Statistical Package for Social Science (SPSS) Version 22.

4.2 Analysis Based on Statistical Tests

To answer all the research questions, results from the relationship between independent variable (perceived teacher self-disclosure) and dependent variable (teacher credibility) among Public Relations undergraduates in UTAR are shown below.

4.2.1 Perceived Teacher Self-Disclosure and Teacher Credibility

In order to examine whether is there a positive relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in UTAR, this section covers the first three research questions which are RQ1, RQ2 and RQ3. There are

three dimensions of teacher self-disclosure which are amount, relevance and negativity. Hence, the following tables will discuss whether there is a positive relationship between the three dimensions of perceived teacher self-disclosure and teacher credibility.

4.2.1.1 The Relationship between Amount and Teacher Credibility

Table 4.3 Pearson's correlation in the relationship between amount and teacher credibility

	Amount	TC
Pearson's Correlation	1	.014
Sig. (2-tailed)		.888
N	100	100

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

Table 4.3 shows the Pearson's correlation in the relationship between amount of perceived teacher self-disclosure and teacher credibility. Referring to the results shown in Table 4.3, there is a weak positive relationship between amount and teacher credibility ($r = .014$, $n = 100$). Hence, the result shows that when students perceived the frequency of teacher self-disclosure (amount) positively, their perception on teacher credibility increased.

4.2.1.2 The Relationship between Relevance and Teacher Credibility

Table 4.4 Pearson's correlation in the relationship between relevance and teacher credibility

	Relevance	TC
Pearson Correlation	1	.044
Sig. (2-tailed)		.664
N	100	100

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

Table 4.4 shows the Pearson's correlation in the relationship between relevance of perceived teacher self-disclosure and teacher credibility. Referring to the results shown in Table 4.4,

there is moderate positive relationship between relevance and teacher credibility ($r = .044$, $n = 100$). This result shows that when students perceived teacher self-disclosure as relevant to course content, their perception on teacher credibility increased.

4.2.1.3 The Relationship between Negativity and Teacher Credibility

Table 4.5 Pearson's correlation of the relationship between negativity and teacher credibility

	Negativity	TC
Pearson Correlation	1	.012
Sig. (2-tailed)		.903
N	100	100

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

Table 4.5 shows the Pearson's correlation in the relationship between negativity of perceived teacher self-disclosure and teacher credibility. Referring to the results shown in Table 4.5, there is a weak positive relationship between negativity and teacher credibility ($r = .012$, $n = 100$). This result indicates that when students perceive teacher self-disclosure as negative, the student perception of teacher credibility decreases.

4.2.2 Gender, Perceived Teacher Self-Disclosure and Teacher Credibility

This following section addresses the fourth research question (RQ4) which is to test whether there is a significant difference between gender, perceived teacher self-disclosure, and teacher credibility among Public Relations undergraduates. An independent samples t-test was conducted to determine the difference between male and female students in their perception towards teacher self-disclosure and teacher credibility.

4.2.2.1 Gender and Perceived Teacher Self-Disclosure

Table 4.6 Independent samples t-test of gender and perceived teacher self-disclosure

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.207	.141	.666	98	.507	.08139	.12217	-.16105	.32383
Equal variances not assumed			.661	90.449	.511	.08139	.12321	-.16338	.32615

According to *Table 4.6*, an independent samples t-test was conducted to find the difference between male and female students perception on teacher self-disclosure. The significant value result shows male students ($M = 4.45$, $SD = 0.674$) and female students ($M = 4.37$, $SD = 0.545$; $t(98) = .666$, $p = .507$, two-tailed). The mean difference was 0.081 with a 95% confidence interval ranging from: -0.16 to 0.32. Hence, the result indicates that there is no significant different between male and female students on perceived teacher self-disclosure.

4.2.2.1.1 Gender and Amount

Table 4.7 Independent samples t-test of gender and amount

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.701	.405	1.642	98	.104	.30369	.18499	-.06342	.67080
Equal variances not assumed			1.635	94.691	.105	.30369	.18579	-.06517	.67254

According to *Table 4.7*, a paired sample t-test showed no statistical significance between male students ($M = 4.45$, $SD = 0.674$) and female students ($M = 4.83$, $SD = 0.975$; $t(98) = 1.642$, $p = .104$, two-tailed). The mean difference was 0.303 with a 95% confidence interval ranging from: -0.06 to 0.67. Hence, there is no significant difference in perceived amount of teacher self-disclosure between male and female students.

4.2.2.1.2 Gender and Relevance

Table 4.8 Independent samples t-test of gender and relevance

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.212	.140	-1.731	98	.087	-.28878	.16681	-.61982	.04225
Equal variances not assumed			-1.715	89.037	.090	-.28878	.16843	-.62345	.04589

According to *Table 4.8*, a paired sample t-test showed no statistical significance between male students ($M = 5.20$, $SD = 0.932$) and female students ($M = 5.48$, $SD = 0.731$; $t(98) = -1.731$, $p = .87$, two-tailed). The mean difference was 0.289 with a 95% confidence interval ranging from: -0.61 to 0.04. Hence, there is no significant difference in perceived relevance of teacher self-disclosure between male and female students.

4.2.2.1.3 Gender and Negativity

Table 4.9 Independent samples t-test of gender and negativity

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.723	.057	1.195	98	.235	.27372	.22906	-.18085	.72828
Equal variances not assumed			1.185	90.969	.239	.27372	.23091	-.18496	.73239

According to *Table 4.9*, a paired sample t-test showed no statistical significance between male students ($M = 3.16$, $SD = 1.258$) and female students ($M = 2.88$, $SD = 1.028$; $t(98) = 1.195$, $p = .235$, two-tailed). The mean difference was 0.274 with a 95% confidence interval ranging from -0.18 to 0.72. Hence, there is no significant difference in perceived negativity of teacher self-disclosure between male and female students.

4.2.2.2 Gender and Teacher's Credibility

Table 4.10 Independent samples t-test of gender and teacher credibility

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.017	.897	.834	98	.406	.10844	.13006	-.14966	.36654
Equal variances not assumed			.836	97.938	.405	.10844	.12977	-.14908	.36596

According to *Table 4.10*, an independent samples t-test was conducted to find the difference between male and female students perception on teacher credibility. The significant value result shows male students ($M = 3.85$, $SD = 0.631$) and female students ($M = 3.75$, $SD = 0.667$; $t(98) = .834$, $p = .406$, two-tailed). The mean difference was 0.108 with a 95% confidence interval ranging from: -0.14 to 0.36. Hence, the result indicates that there is no significant difference between male and female students on teacher credibility.

4.2.3 Year of Study, Perceived Teacher Self-Disclosure and Teacher Credibility

This section addresses the fifth research question (RQ5) which is whether there is a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates. The one-way ANOVA is used to determine the difference between students' year of study on perceived teacher self-disclosure and teacher credibility. Students were categorised according to their year of study which are Year 1, Year 2, and Year 3.

4.2.3.1 Year of Study and Perceived Teacher Self-Disclosure

Table 4.11 One-way ANOVA of year of study and perceived teacher self-disclosure

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.459	2	.730	2.010	.140
Within Groups	35.215	97	.363		
Total	36.674	99			

Table 4.11 shows the findings from the one-way ANOVA that was used to find the difference between year of study and perceived teacher self-disclosure. The analysis of variance showed no statistically significant difference ($F(2, 97) = 2.010, p = .140$) in the perception of students from different years towards their teacher's self-disclosure. The mean square between groups is .730. The effect size that was calculated using eta squared, was 0.04. In general, there is no significant difference between students in different year of study on perceived teacher self-disclosure.

4.2.3.1.1 Year of Study and AmountTable 4.12 One-way ANOVA of year of study and amount

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.371	2	2.685	3.230	.044
Within Groups	80.641	97	.831		
Total	86.012	99			

Table 4.12 shows that there is statistically significant difference ($F(2, 97) = 3.230, p = .044$) in the perception of students from different years towards amount of teacher self-disclosure. The mean square between groups is 2.685. The effect size that was calculated using eta squared, was 0.06. Therefore, there is a significant difference between students in different year of study and amount of perceived teacher self-disclosure.

4.2.3.1.2 Year of Study and RelevanceTable 4.13 One-way ANOVA of year of study and relevance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.334	2	.667	.940	.394
Within Groups	68.815	97	.709		
Total	70.148	99			

Table 4.13 shows that there is no statistically significant difference ($F(2, 97) = .940, p = .394$) in the perception of students from different years towards relevance of teacher self-disclosure. The mean square between groups is .667. The effect size that was calculated using eta squared, was 0.02. Therefore, there is no significant difference between students in different year of study and relevance of perceived teacher self-disclosure.

4.2.3.1.3 Year of Study and Negativity

Table 4.14 One-way ANOVA of year of study and negativity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.439	2	7.219	6.049	.003
Within Groups	115.776	97	1.194		
Total	130.214	99			

Table 4.14 shows that there is statistically significant difference ($F(2, 97) = 6.049, p = .003$) in the perception of students from different years towards negative teacher self-disclosure. The mean square between groups is 7.219. The effect size that was calculated using eta squared, was 0.11. Therefore, there is a significant difference between students in different year of study and negativity of perceived teacher self-disclosure.

4.2.3.2 Year of Study and Teacher Credibility

Table 4.15 Multiple Comparisons ANOVA of year of study and teacher credibility

(I) YOS	(J) YOS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-.22342	.17060	.393	-.6295	.1826
	3.00	.03695	.15161	.968	-.3239	.3978
2.00	1.00	.22342	.17060	.393	-.1826	.6295
	3.00	.26038	.16124	.244	-.1234	.6442
3.00	1.00	-.03695	.15161	.968	-.3978	.3239
	2.00	-.26038	.16124	.244	-.6442	.1234

Table 4.15 shows multiple comparisons from ANOVA that conducted to find the difference between year of study and teacher credibility. The significant value for Year 1 and Year 2 students on teacher credibility was .393. The mean difference was -.223 with a 95% confidence interval ranging from: -0.62 to 0.18. Besides that, the significant value for Year 1 and Year 3 was .968, and the mean difference was 0.37 with a 95% confidence interval ranging from: -0.32 to 0.39. Moreover, the significant value for Year 2 and Year 3 was .244, and the mean difference was 0.260 with a 95% confidence interval ranging from: -0.12 to 0.64. Hence, the result indicates that year of study will not affect teacher's credibility.

4.3 Summary

In summary this chapter first analyzed the demographic details, in terms of gender and year of study of the respondents using descriptive statistics. Pearson's correlation, independent samples t-test, and one-way ANOVA is used to carry out the test using SPSS version 22. Next, this study has answered all the research questions whereby data was presented in tables to facilitate analysis in a meaningful way. Based on the findings presented above, there is a small, positive correlation between perceived teacher self-disclosure and teacher credibility. However, there is no significant difference in term of gender difference and year of study on perceived teacher self-disclosure and teacher credibility. A comprehensive discussion on the analysis, recommendation, and a conclusion will be provided in the following chapter.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter discusses the relationship between perceived teacher self-disclosure and teacher credibility. Besides, there are conclusion and recommendation included in this chapter.

5.1 Discussion

The first research question (RQ1), *“Is there a positive relationship between amount of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?”* The results indicated that there was a slight positive relationship between amount and teacher credibility. Therefore, the hypothesis is accepted. This outcome is supported with a recent study done by Cakmak & Arap (2013), in which they also found that high amounts of teacher self-disclosure will affect how students perceived their teacher in terms of respect, interest, and trust. Aside from that, Myers and Brann (2009) recommended that teachers should monitor their self-disclosure in terms of amount and appropriateness so that they could retain the positive image and enhance credibility. Students do have certain expectations on the amount of self-disclosure from their teachers. When students are in class, they would never want their teacher to share their personal information which does not help to clarify or explain the course content.

Using Pearson’s correlation coefficient to test the second research question (RQ2), *“Is there a positive relationship between relevance of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?”* The results indicated that there was a slight positive relationship between relevance and teacher credibility. Therefore, the hypothesis is accepted. Cayanus and Martin (2008) discovered that students tend to evaluate their teachers in a positive manner when the

information disclosed is desirable or relevant. According to Rahimi and Bigdeli (2016), teacher credibility increased because what they disclose is perceived as positively related to the course materials. Likewise to university students, it would be important for the teachers to disclose course related opinions and examples because lecturers only get to attend a maximum four hours of classes a week. This is done to avoid students from feeling bored with the subject or feel as if their time is wasted in the classroom.

The third research question (RQ3) asks, *“Is there a positive relationship between negativity of perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?”* The results indicated that there was a slight positive relationship between relevance and teacher credibility. Therefore, the hypothesis is accepted. Based on a recent study by Brian Klebig (2016), they found that negative self-disclosure negatively correlated with the instructor’s competence and trustworthiness. In Malaysia, the student population comprises of different gender, race, and family background. Therefore, if teachers are not careful when using personal opinions or views when they are teaching in class, it could easily hurt or offend their students.

The fourth research question (RQ4), *“Is there a significant difference between gender, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?”* Independent-samples t-test was used to compare the gender difference. The result indicates that there is no significant difference between male and female, perceived teacher self-disclosure and teacher credibility. The hypothesis is rejected. Although gender difference is one of the most common demographic factor used in researches, the interest in testing for there any inherent bias between genders is still popular. With that said, females and males are still able to enjoy the same treatments and privileges due to gender equality. In the classroom context, students are placed in the same class and received equal knowledge output from teacher, regardless of gender.

For the last research question (RQ5), “*Is there a significant difference between year of study, perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman?*” One-way between groups ANOVA was used to test this. Overall, the results indicated that there is no significance difference between years of study, perceived teacher self-disclosure and teacher credibility. Therefore, hypothesis is rejected. A recent study done by Ogunleye et al (2013) found that there is no significant difference to be found between age of adolescents and self-disclosure. The students from Year 1, Year 2, and Year 3 do not share a large age gap which is why they may be in the same level of maturity while perceiving teacher’s credibility.

5.2 Conclusion

The goal of this study is to determine the relationship between perceived teacher self-disclosure and teacher credibility. Based on the 100 questionnaires that were distributed to 100 Public Relations undergraduates in UTAR, the findings discovered that there are positive relationships between the three dimensions of perceived teacher self-disclosure and teacher credibility. However, the two variables; gender difference and year of study yielded no statistically significant difference with perceived teacher self-disclosure and teacher credibility.

Substantive findings for study revealed that when teachers share his or her opinions, likes or dislikes, or opinions about events to their students, those criteria often influence student’s perception of teacher competence, goodwill, or trustworthiness. Besides that, when a teacher practice proper self-disclosure, students will think that they are credible. Also, when students feel enthusiastic towards the teachers, they will look forward to attend classes. Apart from that, their attention span will last longer because they are expose to other sources of knowledge during the class.

The findings also revealed that students can determine a teacher's credibility by paying attention to the type of personal examples or explanations that teachers provide to make the content more relevant. The effort from teachers trying to make students understand the course by sharing personal experience can affect how students view teacher credibility as it will create the impression that the teacher is showing care and concern. Aside from that, because the course content materials are explained with personal examples, students gain a better understanding of the subject and may find it easier to recall information.

Finally, it is proven from this study that negative disclosure does affect the perception of students on teacher credibility. This occurs whenever a teacher reveals undesirable things or negative comments in class that may lead students to doubt the trustworthiness and competency of that teacher. Discussing offensive, unethical, racist, political comments may cause students to lose respect for teacher who because they know it is not beneficial or related to the course content.

5.3 Recommendations

The study recommends that it would be more appropriate to generalise this study by conducting it on a larger population sample. This is could be done so that the results generated can represent the full diversity of undergraduate population more accurately and validly.

For future researches, it would be interesting to use more qualitative approach to data collection can be improvised and improved by including focus groups or interviews. Since the qualitative approach is much more flexible, it could acquire better depth in data to show how respondents actually feel and think about teacher self-disclosure and teacher credibility, compared to the quantitative approach. However, it would be wise to not restrict respondents

with answer choices so that it will create the opportunity to explore a wider range conclusion on how students perceived teacher self-disclosure and teacher credibility.

Lastly, concerning the usage of gender difference to test perceived teacher self-disclosure and teacher credibility, this study found no significant differences between gender on perceived teacher self-disclosure and teacher credibility. However, there are vast opportunities to investigate gender differences in the classroom. From another perspective, future studies could be interested to investigate how students of different genders perceive teachers of different gender, in terms of self-disclosure and teacher credibility. In doing so, the disclosure difference between both genders of teachers and students can be fully explored.

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APPENDICES

Appendix A: Survey Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF COMMUNICATION (HONS) PUBLIC RELATIONS UAMP3013 &

UAMP 3023: FINAL YEAR PROJECT 1 & 2

We are final year undergraduate students of Bachelor of Communication (Hons) Public Relations from Universiti Tunku Abdul Rahman (UTAR). We are currently conducting a research on **“The relationship between perceived teacher self-disclosure and teacher credibility among Public Relations undergraduates in Universiti Tunku Abdul Rahman (UTAR).”**

This questionnaire consists of few sections and it may take you approximately 10-15 minutes to complete. Your willingness to answer this questionnaire is much appreciated as your involvement will greatly contribute to the success of our research. All the information collected will be kept strictly confidential and used solely for academic purpose. We thank you for your cooperation, precious time and effort in completing this questionnaire.

Questionnaire Instruction:

1. This questionnaire consists of three sections. Please answer **ALL** questions in Section A, Section B and Section C.
2. Please place a **tick** (✓) in the most appropriate answer.

Section A

Demographic Factors

1. Gender:

Male

Female

2. Year of study:

Year 1

Year 2

Year 3

Section B*Teacher Self-Disclosure Scale*

Instruction: This section consists of 14 statements that related to perceived teacher self-disclosure. Please mark the following statements which best reflects your opinion whether you Completely Disagree (CD), Disagree (D), Moderately Disagree (MD), Neutral (N), Moderately Agree (MA), Agree (A) or Completely Agree (CA).

No.	STATEMENT	CD	D	MD	N	MA	A	CA
<i>Amount</i>								
1.	My instructor often gives his/ her opinions about current events.							
2.	My instructor often shares his/ her dislikes and likes.							
3.	My instructor often presents his/ her attitudes toward events occurring on campus.							
4.	My instructor often gives his/ her opinions about events in the community.							
<i>Relevance</i>								
5.	My instructor uses personal examples to show the importance of concept.							
6.	My instructor uses his/ her own experiences to introduce a concept.							
7.	My instructor provides personal explanations that make the content more relevant.							
8.	My instructor provides personal examples which help me understand the importance of the content.							
9.	My instructor links current course content to other areas of content through the use of personal examples.							
<i>Negativity</i>								
10.	My instructor's disclosures, on the whole, are more negative than positive.							
11.	My instructor normally reveals "bad" feelings he/ she has about him/ herself.							
12.	My instructor reveals undesirable things about him/ herself.							
13.	My instructor usually discloses negative things about him/ herself.							
14.	My instructor has told some unflattering stories about him/ herself.							

Section C***Teacher Credibility Scale***

Instruction: This section consists of three dimensions with six bipolar adjective items that related to credibility. Please circle one number on each set of bipolar scales which best reflects ***your opinion about teachers' credibility***. Note that some items the most positive number is "1", while some items the most positive number will be "7".

<i>Competence</i>									
Intelligent	1	2	3	4	5	6	7	Unintelligent	
Untrained	1	2	3	4	5	6	7	Trained	
Inexpert	1	2	3	4	5	6	7	Expert	
Informed	1	2	3	4	5	6	7	Uninformed	
Incompetent	1	2	3	4	5	6	7	Competent	
Bright	1	2	3	4	5	6	7	Stupid	
<i>Goodwill</i>									
Cares about me	1	2	3	4	5	6	7	Doesn't care about me	
Has my interests at heart	1	2	3	4	5	6	7	Doesn't have my interests at heart	
Self-centered	1	2	3	4	5	6	7	Not self-centered	
Concerned with me	1	2	3	4	5	6	7	Unconcerned with me	
Insensitive	1	2	3	4	5	6	7	Sensitive	
Not understanding	1	2	3	4	5	6	7	Understanding	
<i>Trustworthiness</i>									
Honest	1	2	3	4	5	6	7	Dishonest	
Untrustworthy	1	2	3	4	5	6	7	Trustworthy	
Honorable	1	2	3	4	5	6	7	Dishonorable	
Moral	1	2	3	4	5	6	7	Immoral	
Unethical	1	2	3	4	5	6	7	Ethical	
Phoney	1	2	3	4	5	6	7	Genuine	

Appendix B: Raw Data Survey Questionnaire

Frequencies

Statistics

Gender

N	Valid	100
	Missing	0

Year of Study

N	Valid	100
	Missing	0

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	48.0	48.0	48.0
	Female	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	32	32.0	32.0	32.0
	Year 2	26	26.0	26.0	58.0
	Year 3	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	100	1.00	2.00	1.5200	.50212
Valid N (listwise)	100				

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.802	32

Correlations

Amount & Teacher Credibility

		Amount	TC
Amount	Pearson Correlation	1	.014
	Sig. (2-tailed)		.888
	N	100	100
TC	Pearson Correlation	.014	1
	Sig. (2-tailed)	.888	
	N	100	100

Relevance & Teacher Credibility

		Relevance	TC
Relevance	Pearson Correlation	1	.044
	Sig. (2-tailed)		.664
	N	100	100
TC	Pearson Correlation	.044	1
	Sig. (2-tailed)	.664	
	N	100	100

Negativity & Teacher Credibility

		Negativity	TC
Negativity	Pearson Correlation	1	.012
	Sig. (2-tailed)		.903
	N	100	100
TC	Pearson Correlation	.012	1
	Sig. (2-tailed)	.903	
	N	100	100

Gender and Perceived Teacher Self-Disclosure

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TSD	Male	48	4.4509	.67428	.09732
	Female	52	4.3695	.54485	.07556

Independent Sample T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.207	.141	.666	98	.507	.08139	.12217	-.16105	.32383
Equal variances not assumed			.661	90.449	.511	.08139	.12321	-.16338	.32615

Gender and Amount

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Amount	Male	48	5.1354	.97435	.14064
	Female	52	4.8317	.87548	.12141

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.701	.405	1.642	98	.104	.30369	.18499	-.06342	.67080
Equal variances not assumed			1.635	94.691	.105	.30369	.18579	-.06517	.67254

Gender and Relevance

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Relevance	Male	48	5.1958	.93216	.13455
	Female	52	5.4846	.73067	.10133

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.212	.140	-1.731	98	.087	-.28878	.16681	-.61982	.04225
Equal variances not assumed			-1.715	89.037	.090	-.28878	.16843	-.62345	.04589

Gender and Negativity

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Negativity	Male	48	3.1583	1.25814	.18160
	Female	52	2.8846	1.02849	.14263

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.723	.057	1.195	98	.235	.27372	.22906	-.18085	.72828
Equal variances not assumed			1.185	90.969	.239	.27372	.23091	-.18496	.73239

Gender and Teacher's Credibility

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TC	Male	48	3.8542	.63069	.09103
	Female	52	3.7457	.66688	.09248

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.017	.897	.834	98	.406	.10844	.13006	-.14966	.36654
Equal variances not assumed			.836	97.938	.405	.10844	.12977	-.14908	.36596

Year of Study and Perceived Teacher Self-Disclosure**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.459	2	.730	2.010	.140
Within Groups	35.215	97	.363		
Total	36.674	99			

Year of Study and Amount**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.371	2	2.685	3.230	.044
Within Groups	80.641	97	.831		
Total	86.012	99			

Year of Study and Relevance**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.334	2	.667	.940	.394
Within Groups	68.815	97	.709		
Total	70.148	99			

Year of Study and Negativity**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.439	2	7.219	6.049	.003
Within Groups	115.776	97	1.194		
Total	130.214	99			

Year of Teacher's Credibility**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.174	2	.587	1.406	.250
Within Groups	40.496	97	.417		
Total	41.670	99			

Multiple Comparisons

Dependent Variable: TC

Tukey HSD

(I) YOS	(J) YOS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-.22342	.17060	.393	-.6295	.1826
	3.00	.03695	.15161	.968	-.3239	.3978
2.00	1.00	.22342	.17060	.393	-.1826	.6295
	3.00	.26038	.16124	.244	-.1234	.6442
3.00	1.00	-.03695	.15161	.968	-.3978	.3239
	2.00	-.26038	.16124	.244	-.6442	.1234

Homogeneous Subsets

TC

Tukey HSD^{a,b}

YOS	N	Subset for alpha = 0.05	
		1	
3.00	42	3.7183	
1.00	32	3.7552	
2.00	26	3.9786	
Sig.		.245	

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 32.078.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.