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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the communication training needs of managers in large businesses; (2) sociolinguistic signals of role in university office-hour interactions; (3) the determinants of participation in intraorganizational and interorganizational communication networks; (4) organizational communication in elementary schools; (5) barriers to effective communication as perceived by faculty and chairpersons in private undergraduate educational institutions; (6) communication adequacy in the changing organization; (7) communicative correlates of sex role identity and leadership style toward the development of a managerial self-concept; (8) communication satisfaction in private, church related schools; (9) staff perceptions of communications in selected Colorado school districts; (10) communication and the superintendency; (11) perceptions of organizational communication and power among female and male administrators; and (12) the relationship between satisfaction with a school communication system and teachers' work motivation. (FL)

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Abstracts of the following dissertations are included in this collection:

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Carpenter, Cristin Lyle
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Eisenberg, Eric Mark
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**A SURVEY TO DETERMINE THE COMMUNICATION TRAINING
NEEDS OF MANAGERS IN LARGE MADISON AREA
BUSINESSES**

Order No. DA8316202

CARIEN, MARILYN MOLLIN, PH.D. *The University of Wisconsin -
Madison*, 1983. 201pp. Supervisor: Professor Merle E. Strong

The study was designed to determine the perceptions of managers in Madison area businesses of 500 or more employees in terms of both the importance and the need for improvement of certain specific communication skills.

The list of 22 large businesses was divided into categories, one company was selected from each category, and then six managers were randomly selected from each company. This yielded a sample size of 24 managers. The study was conducted on a one-to-one structured interview basis accompanied by a card-sort survey technique. Each card represented one of 30 communication competencies. In three consecutive sorts, competencies were rated in terms of importance and need for improvement. The average manager in the study found 22 competencies to be important to his/her job and nine competencies to be both important and in need of improvement.

Two competencies judged by all the managers to be important were: (a) When listening, skillfully question to clarify information; and (b) Speak clearly and effectively on a one-to-one basis. These and seven others were perceived by at least 42 percent of the managers to be not only important but also in need of improvement.

Few differences in training needs were found according to age, sex, level of management, number of people supervised, or type of company. However, a cluster analysis of respondents did show that managers with similar responsibilities did assign similar rating patterns to the competencies.

Competencies from the same traditional classification (reading, writing, listening, and speaking) received more similar rating patterns than did competencies nearly identical in content but from different traditional classifications.

The results of the study should be useful in planning curricula for outreach courses offered by Madison Area Technical College and other institutions of higher education for managers in large businesses.

**SOCIOLINGUISTIC SIGNALS OF ROLE IN UNIVERSITY
OFFICE-HOUR INTERACTIONS**

Order No. DA8314247

CARPENTER, CRISTIN LYLE, PH.D. *The University of Michigan*, 1983. 261pp. Chairpersons: Penelope Eckert, Larry Selinker

Sociolinguistic studies of interactions in educational settings have examined language used in secondary and elementary schools. This study focuses on language in higher education, and suggests an ethnographic approach to the study of language in educational settings.

In this exploratory sociolinguistic analysis of role-related language, transcripts of 24 audiotape-recorded two-party interactions were examined, of professors and graduate students in office-hour appointments. Appointments were devoted to planning term papers or getting feedback on coursework in progress. Interpretations of phenomena in the data were made with reference to the contexts of the participants' entire conversations and of the participants' relationships. The study suggests that sociolinguistic discourse analysis must also take into account the wider context of participants' goals for and shared expectations of the speech event being examined.

The study presents a preliminary description of social norms underlying academic interactions. It is proposed that there are conflicts inherent in professors' and students' roles which affect their interactions: professors wish to guide but seem to exercise little overt authority; students wish to work independently but need guidance to help them learn and receive favorable evaluations.

The structure of the appointments consists of three elements: students' display of accomplished work, professors' input, and shared-floor discussion in closing. Rights and obligations connected with topic management are explored. Speech of professors is found to be differentiated in part by professors assuming more rights than

students do to offer new information, and by students disclosing more personal information than professors do. Explicit guidance was rare on what actual content to include in term papers or on how much effort to expend; guidance was often given on bibliographic resources and methodology.

Topic change was indirectly controlled by professors although shared between both participants. Professors' evaluations of students' work in these conversations was found to be minimal; positive evaluations were overt but brief, and negative evaluations were never overt, but implied through suggestions for change in students' plans or through repetition of comments or questions. Role-related conventions in the data are summarized, and limitations of the study are discussed.

**THE DETERMINANTS OF PARTICIPATION IN INTRA- AND
INTERORGANIZATIONAL COMMUNICATION NETWORKS**

Order No. DA8315455

EISENBERG, ERIC MARK, PH.D. *Michigan State University*, 1983. 148pp.

This study examined the determinants of individual communication network participation in two settings, intra- and interorganizational. Three models of network participation, direct, indirect, and interactive were proposed and evaluated. To evaluate the intraorganizational models, data were collected on 173 employees of a research firm in Northern California. The interorganizational sample consisted of 90 representatives of 44 organizations in a major midwestern city.

Three levels of tests were conducted for each model. First, macroanalyses were done to determine whether the model as an overall system of equations provided a reasonable fit to the data. Next, microanalyses were performed which tested the substantive relationships implied within each model. Finally, the three models were compared within each sample to ascertain which provided the best explanation of individual communication network participation.

The results of the macroanalyses revealed that all three of the models in both samples provided a reasonable fit to the data. The major conclusions of the microanalyses were that: (1) the personal view of the situation, operationalized as perceived dependence of one's job on others, was the best predictor of intraorganizational network participation, and (2) the consensual view of the situation, operationalized as degree of professional involvement, was the best predictor of interorganizational network participation.

Model comparison revealed that the indirect model provided the best fit to the data in the intraorganizational sample. The interorganizational comparisons were less definitive. The direct model was judged superior to the indirect and interactive models, but more work is required to advance this conclusion beyond the speculative stage.

Future studies should utilize the three theoretical distinctions made here (intra/interorganizational, individual/situational, and personal/consensual) in building a theory of communication network participation. In addition, this theory should (1) be applicable across multiple settings, (2) recognize the multiplexity of interpersonal linkages, (3) lay the groundwork for more dynamic models which account for the mutual definition of persons and situations, and (4) consider the philosophical implications of distinguishing between personal and consensual data, with specific attention to the notion that personal and consensual orientations shape each other over time.

**AN INVESTIGATION OF ORGANIZATIONAL
COMMUNICATION IN ELEMENTARY SCHOOLS: A FIELD
STUDY**

Order No. DA8313761

GOULD, PATRICIA ANN, Ed.D. *Virginia Polytechnic Institute and State University*, 1982. 266pp.

The purpose of this study was to investigate organizational communication in elementary schools. In addition, this study was designed to describe the organizational communication patterns found in the selected elementary schools, compare the organizational communication patterns of the schools, and compare these patterns

with organizational communication in other settings.

This study was conducted in two elementary schools in the Commonwealth of Virginia. Both schools housed grades Kindergarten through six. This study used the field study methodology which included participant observation, formal and informal interviews, and the analysis of school documents. The study was guided by five broad areas: (1) channels of communication; (2) flow of communication; (3) basis of communication; (4) frequency of communication; and (5) actors in the communication process. Also, the study was limited to communication between the teachers and other staff members in the building and the principal and all staff members. The study only involved communication which occurred within the school building during school activities.

Based on the data, the following thoughts and conclusions were drawn from this study: (1) the nature of communication in elementary schools is distinct from communication in other organizations; (2) upward communication is more frequent than downward communication in elementary school settings; (3) the communication needs of the individual appear to be related to the level of communication satisfaction; (4) both teachers and principals tend to perceive the grapevine as a negative aspect of the communication system; (5) communication satisfaction appears to be related to overall job satisfaction; and (6) each school has its own sanctions and mores regarding organizational communication.

Because each school is distinct with regard to organizational communication, it is concluded that additional studies designed to describe organizational communication in elementary schools may not provide any significant information. Therefore, it is recommended that future studies be done which will explore the relationship between organizational communication patterns and individual needs; and the relationship between communication channels, communication roles, and inservice activities in schools.

BARRIERS TO EFFECTIVE COMMUNICATIONS AS PERCEIVED BY FACULTY AND CHAIRPERSONS IN PRIVATE UNDERGRADUATE EDUCATIONAL INSTITUTIONS

Order No. DA8319063

HEATH, DEBORAH DAVIS, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1983. 183pp. Major Professor: Dale Alam

A review of the literature has revealed specific data concerning barriers to effective communication between subordinates and superiors in business organizations. Relatively little research has been conducted regarding barriers in educational institutions. Since barriers exist in all organizations, there is a need to study communication breakdowns within educational institutions.

The problem investigated in this study was to determine if barriers to effective communication as perceived by subordinates (faculty persons) differed from those perceived by superiors (department chairpersons). In particular, communication barriers in three private undergraduate educational organizations were examined. This study identified barriers to effective communication which subordinates and superiors perceived in common, as well as those which they perceived differently.

This was a survey study utilizing a questionnaire developed by the investigator. The questionnaire was subjected to two revisions which included suggestions from communication experts and pilot study participants. The population of this study who received the revised questionnaire consisted of 231 faculty persons and thirty-five chairpersons from three private undergraduate institutions. Of the 231 faculty persons a total of 126, or 54.54 percent, participated in the study by returning the completed questionnaire. Of the thirty-five chairpersons, twenty-two, or 62.86 percent, returned the completed questionnaire. The total number of participants included 148 subjects, or 55.64 percent of those surveyed.

The data were analyzed using the *t* test for the difference between two means and one-way analysis of variance at the .05 level of confidence.

Faculty and chairpersons shared common perceptions of most barriers. Chairpersons rated barriers higher than faculty, though not significantly higher. The five top-ranking barriers for faculty and chairpersons included:

Faculty	Chairpersons
1. Withholding information	1. Faulty translation
2. Lack of coherence	2. Concealment of thoughts
3. Defensiveness	3. Defensiveness
4. Lack of feedback	4. Prematurely jumping to conclusions
5. Prematurely jumping to conclusions	5. Withholding information

A major contribution of this study was to identify differences, as well as the common perceptions of barriers among members of a department or educational institution. Identification of barriers establishes a basis on which to conduct workshops or training experiences in developing better communication skills, specifically tailored to the communication needs of a department or institution, who combine people and task orientations. Further research should be conducted using the Academic Administrator Grid developed in 1982 by Blake, Mouton and Williams. Follow-up interviews of interns who have participated in this particular program would provide more data about mentor/intern relationships.

LEADERSHIP TRAINING: COMMUNICATION ADEQUACY IN THE CHANGING ORGANIZATION

Order No. DA8322965

JACKSON, PATRICIA JORDAN, Ed.D. *University of Arkansas*, 1983. 162pp. Major Professor: Dr. Marvin F. Fairman

The purpose of this study was to develop and to evaluate leadership training materials which could provide the administrator with the knowledge of and the skill for increasing communication adequacy, one dimension of organization health, in the changing organization.

A conceptual framework was outlined as the theoretical foundation for the examination of the interface between the role of the administrator and the concepts of leadership, planned change, organization health, communication adequacy, and leadership training. This framework was based on a survey of the literature in management, communication, and educational administration and set the foundation for the development of training program goal and components.

A review of the literature in organizational communication was used to identify concepts relevant to increasing communication adequacy. These concepts were inserted into a matrix outlined by the program components. Program objectives were generated from this matrix of concepts.

The research and development approach was selected as the basis for the study design. This approach was deemed appropriate for a study which addressed developmental and research activities in an effort to link research findings with educational practice.

Tasks in the development of the training materials included: identification of the training program's goal, components, concepts, and objectives; organization of the program outline; and the writing of the lessons.

The developmental phase was followed by formative evaluation of the training materials by a panel of staff development specialists using an assessment inventory. The training materials received a composite score of 80.6% on the inventory, which seemed to indicate that the program had merit for staff development training. It was recommended that the study be followed by: (1) a field test of the training program as a staff development effort, which would be documented by observer notes, instructor input, and participant evaluation of the program; (2) a revision of the training program based on field test results; (3) the consideration of utilizing the training program as a graduate course for administrators; (4) a follow-up of program participants to determine the effects of training on the communication adequacy in their organizations by utilizing pre- and post-testing data.

WOMEN IN MANAGEMENT: COMMUNICATIVE CORRELATES OF SEX ROLE IDENTITY AND LEADERSHIP STYLE TOWARD THE DEVELOPMENT OF A MANAGERIAL SELF-CONCEPT

Order No. DA832 1443

KOHUT, GARY FRANK, PH.D. *Southern Illinois University at Carbondale*, 1983. 185pp. Major Professor: Dr. Donald MacDonald

Researchers have become increasingly aware of the links between communication and managerial success. Situational Leadership Theory predicts that effective managers will exhibit flexible/adaptive leadership styles. Assuming adaptiveness is grounded in communication behaviors, this study examines the relationships between sex-role identity, leadership style, and leadership effectiveness as they relate to the development of a managerial self-concept in women. Data was collected from 281 women managers in a variety of industries via a mail survey. Relationships between variables were tested by chi square analyses, analysis of covariance, and multiple regression.

Tests of hypotheses suggest that: (1) there is a significant relationship between sex-role identity and leadership style; (2) there is a significant relationship between leadership style and leadership effectiveness, and (3) that there is a significant difference between the effects of leadership style and sex-role identity on leadership effectiveness when years in position and total years working are controlled. The study supports the conceptual view that a flexible leadership style tends to be related to higher levels of leadership effectiveness, which aids in the development of a managerial self-concept.

COMMUNICATION SATISFACTION IN PRIVATE, CHURCH-RELATED SCHOOLS

Order No. DA8323361

LEE, KERBE BRUCE, Ed D. *The University of Tulsa*, 1983. 95pp. Director: Dr. Victor O. Hornbestel

The purpose of this research was to analyze the relationship between communication satisfaction and job satisfaction among teachers in private, church-related schools.

Downs and Hazen (1977) developed the Communication Satisfaction Questionnaire (CSQ) to assess eight dimensions of communication satisfaction. The CSQ also provides a global measure of job satisfaction. The present study attempted to relate each of the seven dimensions to job satisfaction. The seven dimensions of communication satisfaction used were organizational perspective, personal feedback, organizational integration, communication with superiors, communication climate, informal communication, and media quality.

The CSQ was administered to a random sampling of teachers from each of 32 private, church-related schools. Average scores for each school served as the unit of analysis. Data were analyzed via multiple regression and semipartial correlation. Semipartial correlation was used in order to control for intervening variability of the other six dimensions of communication satisfaction while testing the unique relationship of the remaining dimension of communication satisfaction with job satisfaction.

The null hypotheses that there would be no relationship between a teacher's level of job satisfaction and each of the seven dimensions of communication satisfaction as measured by the CSQ when the six remaining dimensions were controlled or partialled out were found tenable. Although the cumulative effect of all dimensions of communication satisfaction does correlate significantly ($p < .01$) with job satisfaction, there were no relationships between job satisfaction and the unique aspect of each of the seven dimensions. The conclusion of the study was that job satisfaction is a global construct generalized from more than one dimension of communication satisfaction.

A STUDY OF STAFF PERCEPTIONS OF COMMUNICATIONS IN SELECTED COLORADO SCHOOL DISTRICTS

Order No. DA8323914

MARTIN, MARY ANN, PH.D. *University of Denver*, 1983. 235pp.

Every institution, public or private, should realize that success depends upon acceptance by the publics it serves. Research indicates a decline in citizen confidence in public education, thus, public relations departments become more important for school districts.

Many of these departments have based their programs on common practices and have not evaluated for outcomes or effects sought by the techniques. The public relations field needs to become a rigorous discipline and can only do so when better research methods are used. External publics have been a major target for school districts. Internal publics spend the largest part of their day with the public.

The purpose of this study was to determine the adequacy and effectiveness of the internal public relations program in four school districts with similar organizational structures and approximately equal pupil and staff numbers in Colorado. A secondary purpose of this study was to determine what method of disseminating communications best meets the needs of individual internal publics within an educational system. Independent classification variables identified for this research include: sex, parent and nonparent, educational level, years of employment, job role, association/union membership, and advisory committee membership.

The instrument, *Internal Communication Effectiveness Indicator*, was validated for use in this study. In conducting the research, four school districts were chosen based upon organizational structure, pupil enrollment, and employee size. Within each of these districts, internal publics were chosen systematically from a stratified sample. The instrument was administered through the mail to 600 school employees.

This study addressed eight research questions. Appropriate statistical procedures were used to analyze the data. Important results include: (1) The various internal publics differed significantly in their perceptions of the effectiveness of internal communications. (2) There was no significant difference among the various internal publics and the method of communication desired. (3) There was no significant difference among the various internal publics and what they wanted to know.

Results of this research provided some conclusions. Internal staffs perceived certain communication techniques as being more effective. Since a difference existed, it would be wise to plan an internal public relations campaign based upon staff need.

A STUDY OF COMMUNICATION AND THE SUPERINTENDENCY WITH EMPHASIS ON AN APPLICABLE COMMUNICATIONS MODEL FOR A SMALL RURAL SCHOOL DISTRICT IN CONFLICT

Order No. DA8313826

REED, REGINALD RUEL, Ed D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 152pp. Major Professor: A. Gordon Peterkin

The purpose of the applied study was to develop a communication model appropriate for a small rural school district.

The MSAD # 32 board of directors authorized the establishment of an ad hoc committee of influential citizens representing the five communities of the school district to discuss problems that were causing conflict. The leadership role and varied management styles utilized by the superintendent were essential components toward creating an atmosphere of willingness to come to grips with problems.

As the result of the partial success of the first committee on school tax, a communications committee was formed for the purpose of developing a communications model. This committee was composed

of citizens of various socio-economic representation from the five communities. The committee, aware of the ample evidence of conflict in the district, investigated the value of good school-community communications and the disadvantages of not having good school-community communications. They evaluated three communications models as how they may apply to the MSAD # 32 School District. The three models they considered were Key Communicators, Community Council, and Community Survey.

The communications advisory committee found that each of the three communications models had merits that could be utilized under various conditions and circumstances. However, the committee recommended the continued use of advisory committees with selective use of the Key Communicators and Community Survey models as part of a broad-based, two-way communications system. Along with the use of local newspapers, the utilization of a monthly or biweekly newsletter was recommended. An extensive list of interested citizens should be identified to serve as members for future ad hoc committees.

The superintendent concluded that the recommendations of the communications advisory committee should be successful if the MSAD # 32 board of directors and the superintendent were committed to the belief that advisory committees will make a difference in the quality of the decision-making process. The board of directors should establish a written public relations policy with the use of advisory committees as the foundation or central element of the policy. The policy is to be processed in the fall of school year 1982-83.

PERCEPTIONS OF ORGANIZATIONAL COMMUNICATION
AND POWER AMONG FEMALE AND MALE
ADMINISTRATORS Order No. DA8323509
WAKEFIELD, DEBORAH GAY, Ed.D. East Texas State University, 1983.
283pp. Adviser: James Tunnell

Purpose of the Study. The overriding purpose of this research was to investigate the perceptions of organizational communication and power held by female and male administrators.

Procedure. Data came from a direct-mail survey of 500 administrators across the United States in the Spring Semester, 1983, with responses from 220 subjects (21 women; 199 men). Appropriate statistical procedures were applied to answer the research questions.

Findings. Twenty research questions were considered for this study, with only three failing to show statistical significance. Demographic characteristics were summarized.

Conclusions. The seventy-one specific conclusions of this study can be summarized as follows: (1) Men perceive themselves to have more power, but do not establish power images substantially differently from the women. (2) Women and men have very similar perceptions of their organizational communication effectiveness, tending to send similar types of information. (3) Power perception is strongly related to perception of organizational communication effectiveness and to establishment of power image. (4) Both gender and administrative level reveal marked differences pertaining to power perception and to mentoring/networking experiences. (5) Between male and female administrators, there are differences in the types of information received, the sources of that information, and the quality of that information. Sources of information are strongly related to types of information and to quality of information. (6) There are substantial differences between men and women in administration regarding the amount of follow-up action on information they send. Follow-up is strongly related to types of information sent. (7) Male and female administrators differ markedly in perceptions of organizational relationships and in satisfaction with those relationships. Perception of and satisfaction with such relationships are closely related.

Many of the differences may actually be related more to age, experience, position, etcetera, than to gender. Further research is needed.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE
SATISFACTION WITH SCHOOL COMMUNICATION SYSTEM
AND TEACHERS' WORK MOTIVATION Order No. DA8210388
WILSON, SUSIE RUSSELL, Ed.D. Virginia Polytechnic Institute and State
University, 1981. 128pp. Adviser: Dr. Glen I. Earthman

The study was designed to investigate the relationship between the school communication system and teachers' work motivation. The theoretical basis for the study was Barnard's (1938) contention that communication is a vital element in organization in that it serves as a vehicle for transmitting knowledge of purpose and as such is necessary for willingness to serve.

The sample was composed of 234 elementary teachers from eleven randomly selected schools in the Norfolk school district. Downs' and Hazen's (1978) Communication Satisfaction Questionnaire, adapted for educational settings was used to collect data on the school communication system. The Teachers' Work Motivation Questionnaire (Miskel, et. al. 1980), based on Vroom's expectancy work motivation model, was used to gather data on teachers' work motivation. Additional demographic and job satisfaction data were obtained. A 70 percent return of questionnaires was received.

Multiple regression analysis was used to determine the separate and collective contributions of the independent variables to the dependent variable. The independent variables were the factors of school communication, two job satisfaction measures, years of experience at the present school, and size of school enrollment. The dependent variable was teachers' work motivation, composed of instrumentality, valence and expectancy.

The results of the analysis of data revealed that there was a significant relationship between the school communication system and teachers' work motivation in that some of various factors in both variables were significantly related. A significant relationship was found between horizontal communication and all three of the factors in teachers' work motivation. Media quality was related to two of the factors in teachers' work motivation--instrumentality and valence. All but one of the factors in the school communication system were related to instrumentality.

A second analysis of the data using the combined model of teachers' work motivation revealed similar results. Horizontal communication and level of satisfaction for the last six months were related to teachers' work motivation.

Further research should be conducted to test the relationship between the horizontal communication and teachers' work motivation. Administrators interested in developing higher levels of teacher work motivation should advocate and foster horizontal communication.

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