

THE RELATIONSHIP BETWEEN COMMUNICATION
SATISFACTION AND JOB SATISFACTION
OF ELEMENTARY SCHOOL PRINCIPALS

by

Valerie Faye Villines

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APPROV

Dr. Jimmie C. Fortune
Co-Chairman

Dr. Robert R. Richards
Co-Chairman

Dr. Ronald L. McKeen

Dr. Edward A. Ianni

Dr. Kenneth E. Underwood

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(ABSTRACT)

Co-Chairmen: Dr. Jimmie C. Fortune
Dr. Robert R. Richards

Effective school studies showed that the principal -- as building leader -- is the key person in establishing and maintaining good schools; however, an extensive review of the literature revealed a lack of empirical data relevant to the relationship between the principal's level of job satisfaction and communication satisfaction. The purpose addressed in this study was to measure the relationship between communication satisfaction and job satisfaction of elementary school principals. Specific research questions addressed by the study were as follows:

1. How satisfied are elementary school principals with their jobs?
2. How satisfied are elementary school principals with the communication within their school system?
3. What is the relationship between job satisfaction and communication satisfaction of elementary school principals?

The Communication___Satisfaction___Questionnaire as developed and copywrited in 1974 by Downs and Hazen was utilized with revisions by the researcher. The population participating in the study was determined by selecting elementary school principals listed in the Tidewater Zone of the Virginia Association of Elementary School Principals.

The computed correlation coefficients, which ranged from .09 to .41, indicated that a low positive relationship exists between the elementary principals stated job satisfaction, level of job satisfaction, level of productivity and the eight dimensions and total communication satisfaction instrument.

The conclusions presented in this study are the results of data collected from the elementary school principals toward the Communication_Satisfaction_Questionnaire.

1. Elementary principals were generally satisfied with their jobs.

2. Elementary principals were very satisfied with the communication within their school system.

3. A low positive relationship exists between the elementary principals' job satisfaction and communication satisfaction; however, observers/interpreters/researchers may be reasonably confident that a true relationship exists between job satisfaction and communication satisfaction of elementary school principals.

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Special thanks, love and appreciation is extended to the writer's mother, ; the writer's sisters, ; and brother, .

Without their love and support, this study would have been impossible.

V.F.V.

DEDICATION

This work is dedicated to the writer's loving father and brother. These two great men, Major _____ and _____, are the source of my inspiration. My love and thanks will always be extended to them for their love, prayers, guidance, encouragement, patience, devotion and understanding.

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Chapter 1

INTRODUCTION

Communication is vital to success in relating effectively with other people at work; therefore, school administrators must be aware of those things that serve as bridges to their communications ability and those things that are barriers to their effectiveness at communication (Steinmetz, 1979). Good communication -- the act of transmitting information so that the recipients and sender have the same concept of the message -- is one of the prime goals for school administrators. Well informed staff members maintain a high morale for longer periods than do ill-informed workers. Consequently, their performance is positively affected (Reid, 1976).

Effective communications is possibly the most vital and fundamental element in the management process (Morgan, 1973). The success of managerial actions depends to a large extent on the effective use of the communications process, because the management process is based on working with people, which is accomplished through some form of communication. Therefore, understanding the communications process is not only useful for understanding the management process but also for the application of the management functions on the job.

Communication is perceived as the process of transmitting meanings from sender to receiver (Hodgetts and Altman, 1979). The word "meaning" is used in this definition because true communication requires an understanding of the message; the receiver must get the meaning. Communication is also the transmission of a message from sender to a receiver. Its purpose is to gather, process, and disseminate information, making it a vital work activity (DuBrin, 1985).

The life of an organization (Chruden and Sherman, 1972) is found in the people who occupy the positions and in the communications that they have with one another. Effective communication is dependent upon all of the persons in an organization, particularly managers and supervisors whose responsibility it is to develop a climate in which communication can flow freely. If there is a free flow of information from one person to another and from one level to another in the organizational hierarchy, the organization will most likely be strong and productive.

Mutual trust is the key to open communications (Lorey, 1976). Effective decision-making must rest on open, full communications. As long as one does not become overwhelmed with data, the more information the better. Thus, the principal, as a communicator, has a very important public relations function in dealing with the media. He must

develop skills that will enable him to meet directly with reporters and others in a forthright manner. He must be honest while also remembering his responsibility to staff, students, community, and to the school system that he serves (Ruffin, 1972).

Job Satisfaction

Early studies hypothesized that the happy (satisfied) worker was the productive worker (Dunn and Stephens, 1972). Later research has shown that employee performance and satisfaction are not necessarily highly correlated. Several studies suggest that employee job satisfaction does exercise an influence upon turnover, absenteeism, and other withdrawal patterns of behavior.

In a related study (Davis and Newstrom, 1985) the findings indicated that job dissatisfaction often leads to absenteeism, turnover, and theft. In addition, higher job satisfaction usually is associated with lower turnover, fewer absences, older employees, and higher occupational levels. Larger organizations tend to have employees with slightly lower levels of satisfaction unless vigorous attempts are made to build high satisfaction.

Schultz and Schultz (1982) found that it is sometimes difficult to distinguish between motivation and job satisfaction because of their high degree of interrelationship. There is also a positive relationship between job

satisfaction and morale. Basically, job satisfaction refers to a set of attitudes that employees have about their jobs. Additional factors can influence job satisfaction, factors that are not directly part of the job or work climate.

Communications and Satisfaction

In exploring how leadership style and communication nets affected several measures of productivity and job satisfaction, it took a longer time to solve the problem with the general leadership. A higher error level occurred under general leadership, particularly in recording and transmitting information. Job satisfaction was lower under close leadership style. Overall, the group's efficiency under close leadership was higher, but satisfaction was lower compared with general leadership (Shaw, 1955).

A study was attempted to develop some measures for examining organizational communication and to relate those measures to worker satisfaction. The communication properties of primary concern were the formality of the communication network and the direction of communication in the organization. The results indicated that these dimensions could be specified empirically and that their relationships to satisfaction measured. Those relationships were found to vary depending upon whether satisfaction with the job or with co-workers was the focus (Marrett, Hage and Aiken, 1975).

In studying the relationship between message distortion and job satisfaction (Sussman, 1974), the primary significance of the field study was that data are presented which relate job satisfaction to message receiving behaviors in organizational hierarchies. The study of factors of faculty job satisfaction as related to communication satisfaction (Hoth, 1979). In particular the research study tested Hoy-Miskel's three-factor theory of job satisfaction for community college faculty, and the relationship, if any, between factors of communication satisfaction and job satisfaction. The findings supported the Hoy-Miskel theory. The motivator score was significantly higher for satisfied faculty. Ambient scores did not distinguish between satisfied and dissatisfied faculty; however, hygienes did distinguish the satisfied faculty from the dissatisfied. The scores on these factors for dissatisfied faculty was significantly lower.

In a related study, Green (1982) investigated the relationship between communication satisfaction and job satisfaction among library personnel employed by the fifteen universities in the University of North Carolina system. The study sought to determine whether job satisfaction is a ramification of on-the-job communication satisfaction leading to job efficiency.

STATEMENT OF THE PURPOSE

The purpose of this study was to measure the relationship between communication satisfaction and job satisfaction of elementary school principals.

Research Questions

1. How satisfied are elementary school principals with their jobs?
2. How satisfied are elementary school principals with the communication within their school system?
3. What is the relationship between job satisfaction and communication satisfaction of elementary school principals?

Significance of Study

Effective schools studies show that the principal -- as building leader -- is the key person in establishing and maintaining good schools; however, an extensive review of the literature revealed a lack of empirical data relevant to the principal's communication satisfaction. In addition, the research literature is almost nonexistent as to the relationship between job satisfaction and communication satisfaction -- this is especially true for school principals. This study is significant because there is a need to determine if there is a significant difference between the

flow of communications to and from the elementary school principal, and whether or not the elementary school principal is satisfied with his/her position and whether there is a relationship between these areas of satisfaction.

DEFINITIONS OF TERMS

For the purposes of this study, the following definitions apply:

Elementary_School_Principal. The person who has the major responsibility for coordination and supervision of activities of an elementary school.

Job_Satisfaction. Any combination of physiological and environmental circumstances that cause a person to truthfully say, "I am satisfied with my job" (Downs, 1977).

Communication. Refers to facilitating the flow of information and ideas and to achieving an understanding of feelings and attitudes (Meister and Reinsch, 1978).

Communication_Satisfaction. A construct that gives the individual personal satisfaction in successfully communicating to someone or in successfully being communicated with (Husman, Logan, and Freshley, 1977).

Communication__Satisfaction__Questionnaire (CSQ). This instrument, developed by Downs and Hazen in 1974, was used in this study to measure the eight dimensions of communication satisfaction and a single measure of job satisfaction.

The eight dimensions of communication satisfaction are General Organizational Perspective, Organizational Integration, Personal Feedback, Communication with Supervisor, Horizontal Information Communication, Communication with Subordinates, Media Quality, and Communication Climate.

1. General__Organizational__Perspective - includes information about school system's policies and goals, government action affecting school system, general changes in organization, school system's financial standing, and accomplishments and/or failures of the school system.

2. Organizational__Integration - information that an individual receives about the organization and the immediate work environment; in particular, information about school system policies, plans and requirements of one's job and personal news.

3. Personal__Feedback - the information workers receive in how they are judged and how their performance is being appraised.

4. Communication__with__Supervisor - includes both upward and downward aspects of communications; the extent to which the superior listens, pays attention and is open to ideas.

5. Horizontal__Information__Communication - communication among peers, lateral communication between people at the same hierarchical channels.

6. Communication__with_Subordinates - the extent to which subordinates are responsive to downward communication and the extent to which subordinates feel responsible for initiating accurate upward communication.

7. Media__Quality - the degree to which employees perceive major forms of organizational media as functioning effectively, also to the extent that meetings are well organized, written directions are well written, publications are helpful, and the amount of communication in the organization is about right.

8. Communication_Climax - communication on both the organizational and personal levels and the extent to which communication motivates and stimulates employees to meet goals. It also includes the extent to which people in the organization have the ability as communicators and the extent to which conflicts are handled appropriately through proper communication channels.

LIMITATIONS OF STUDY

This study was limited to the following:

1. It was confined to the elementary school principals within the Commonwealth of Virginia.

2. It was further confined to the Tidewater Zone of the Virginia Association of Elementary School Principals.

3. Generalizations, therefore, are not possible to other populations.

ASSUMPTIONS OF STUDY

1. It was assumed that the Communication__Satisfaction Questionnaire (CSQ) is valid and reliable.

2. It was assumed that the responses to the CSQ by the elementary school principals reflect their true opinions.

3. It was assumed that the process of randomization resulted in an accurate representation of the population.

4. It was further assumed that the procedures selected provided a systematic means for collecting data from which valid and reliable findings, conclusions, discussions, and recommendations for future research were drawn.

ORGANIZATION OF STUDY

The introduction, purpose of study, research questions, significance of study, definition of terms, assumptions, and organization of the study are described in Chapter 1. A review of related research studies and selected literature pertaining to job satisfaction and communication satisfaction are presented in Chapter 2.

Chapter 3 contains a detailed description of the methodology utilized in collecting and analyzing the data while Chapter 4 includes the presentation and analysis of the data. Finally, Chapter 5 provides the summary,

conclusions, discussions, and recommendations for further research.

Chapter 2

REVIEW OF RELATED LITERATURE

The specific focus of this research was upon the relationship between job satisfaction and communication satisfaction of elementary school principals -- the instructional leaders and administrators of U.S. public elementary schools. The review of the information considered relevant to this study is presented in four major sections: Principals of Effective Schools, Communication, Job Satisfaction, and Communication and Satisfaction in Organizations.

PRINCIPALS OF EFFECTIVE SCHOOLS

Most everyone agrees that the principal is the key to a good school. In fact, a study (American Association of School Administrators, 1983) at the University of Indiana of 59 successful schools described principals who exhibited strong leadership styles as follows:

- Take the initiative in identifying and articulating goals and priorities for their schools. They run their schools rather than allowing them to be run by force of habit.
- Understand the school's instructional program inside and out and make this their first priority,
- Spend about half of their time in the halls and classrooms.
- Care more about academic progress of students than

about collegial relations with teachers and other staff members.

- Handpick their own faculty members, even when they have to fight bureaucracies or unions to do it.
- Set standards in the form of high expectations for both teachers and students.

In a study conducted by the Center for Educational Policy and Management at the University of Oregon (Pitner, 1983), the findings indicated that principals are effective when they direct the activities of teachers and students toward attainment of goals. Principals accomplished this through:

- Frequently observing or participating in classroom instruction
- Communicating expectations clearly to teachers
- Making decisions about the instructional program
- Coordinating the instructional program
- Having and communicating high standards of expectations for the instructional program

The skills needed by principals to exert instructional leadership (Cohen and Manasse, 1983) include:

1. How to organize and sustain an effective instructional program.

2. The nature of the learning process and curricular practices.

3. How to organize and carry out staff development.

4. Methods for implementing change and promoting continuity and stability in schools.

Effective schools studies show that the principal is a key person in establishing and maintaining good schools. Among the findings, the role of the principal as building leader is almost universal. A review of effective school literature (Heffner, 1984) identified ten recurrent characteristics and techniques that effective principals display. The characteristics are as follows:

1. Develop goals, policies and directions for their building in advance of the school year.

2. Organize the school and design programs to accomplish building goals. This may be accomplished by involving the faculty in consensus-type planning or by utilizing knowledge about effective schooling techniques.

3. Monitor teacher and student progress toward achievement of stated academic objectives. Make frequent visits to classrooms, keep informed of policies and teachers' problems, and maintain a positive attitude that students and teachers can succeed.

4. Anticipate problems and solve them before they become significant. Effective principals problem-solve by

consulting with their faculty, assume responsibility for leading their school's instructional program, and make effective use of their time.

5. Maintain an orderly, yet non-repressive school climate that emphasizes discipline and purposeful learning.

6. Procure, manage and allocate resources to facilitate classroom instruction.

7. Create a climate for faculty personal and professional growth. In effective schools, principals have high expectations for faculty performance, provide frequent in-service training, identify and use good people to conduct school business, and maintain a distant, yet friendly relationship with the staff.

8. Stress achievement, especially in the basic skills, in their role as instructional leaders. Time engaged in academic tasks and focus on instruction and its improvement are stressed by the effective principal.

9. Are forceful, aggressive, and dynamic leaders who proactively seek to realize their conceptions of schooling. Effective principals possess superior interpersonal skills, especially in oral communication.

10. Understand the power structure in their district and community and operate within their constraints to get things done.

The extent to which a school is instructionally effective (Sweeney and Pinckney, 1983) depends on the ability of the principal to marshal faculty support and commitment to the task of teaching young people what their parents want them to learn. In their study of 533 teachers and 39 building administrators, 39 schools -- 25 elementary and 14 secondary -- in five states, from urban, suburban, and rural schools, six categorical functions were found to consume the principal's day.

- . Human Resource Management -- Assists teachers to motivate, challenge, and excite students to learn at the optimal level, and assists staff in obtaining maximum use of their human potential for reaching personal and organizational goals.

- . Instructional Leadership -- Enhances student learning through updating curricular and instructional materials, evaluating staff for the purposes of improvement, and evaluating educational program and student progress.

- . Learning Environment Management -- Develops and maintains discipline standards which provide students with a clear understanding of expectations for behavior inside and outside the classroom, and provides an educational atmosphere conducive to learning.

- . Pupil Personnel -- Meets with students individually and in groups to address their problems and concerns, promotes

student involvement in co-curricular and extra-curricular activities.

. School-Community Relations -- Communicates with parents and promotes the school through advisory committees, parent-teacher organizations, needs assessments, and the media.

Furthermore, findings indicate (Sweeney and Pinckney, 1983) that principals who got higher ratings in helping and supporting teachers tended to have faculties who were more committed to high performance goals, more likely to have good working relationships, and more inclined to feel accomplishment in their jobs.

Summary

Most everyone agrees that the principal is the key to a good school. Effective schools studies show that the principal, as building leader, is the key person in establishing and maintaining good schools. In fact, the extent to which a school is instructionally effective depends on the ability of the principal to marshal faculty support and commitment to the task of teaching students what they need to learn.

COMMUNICATIONS

Communications is vital to success in relating effectively with other people at work, according to the findings of Steinmetz (1979). Administrators must be aware of those

things that serve as bridges to their communications ability and those things that are barriers to their effectiveness at communicating. In understanding a communication system, it must be understood that all systems have four essential ingredients--a receiver, sender, channel through which the message is sent, and a feedback loop. More elaborate models of communications concern other things, such as noise and static, encoders, and decoders. In addition, Steinmetz states,

...Communications is often one-way, but most effective communication is two-way. Communication can also be both informal and formal. Formal two-way communication is usually the most accurate. Also, there are many things that facilitate the effectiveness of communication, such as body language, tone of voice, symbolism, space, distance, and height. Most of the problems experienced in trying to communicate effectively arise as a result of ambiguity or unclearness in what is being communicated. Factors that affect ambiguity include the punctuation or emphasis placed in the communication, the meaning of words (semantics), the credibility of what is being said, the accuracy of the message, the complexity of the communication, and such factors as noise and the speed at which communicated. Employers use many devices in trying to improve communication in the working situation. These include written and spoken messages, both on a formal and informal basis. Communications in companies and organizations are often thought of as going "upward," "downward," or "laterally." These terms come from the organizational charts, which show managers at the top

of the organization and workers at the bottom.

Good communications do four things: (1) provide information, (2) command and instruct, (3) influence and persuade, and (4) integrate (Thayer, 1968). Good communication -- the act of transmitting information so that the recipients and sender have the same concept of the message -- is one of the prime goals for administrators. Well informed staff members maintain a high morale for longer periods than do ill-informed workers. Consequently, their performance is better. To maintain good staff communication and employee job satisfaction, administrators should perform the following steps:

1. Advocate as many reasonable channels of communication as possible.
2. Help maintain upward communication.
3. Do their share for downward communication.
4. Seek communication with their peers.
5. Talk informally with as many of the staff as possible.
6. Discuss procedural changes before they are established.
7. Take care with their verbal communications.
8. Listen.

9. Constantly evaluate their effectiveness within the communication network.

10. Avoid overkill -- too much information (Reid, 1976).

Morgan (1973) believes that effective communications is possibly the most vital and fundamental element in the management process. The success of managerial actions depends to a large extent on the effective use of communications process, because the management process is based on working with people, which is done through some form of communication. Therefore, understanding the communications process is not only useful for understanding the management process but also for the application of the management functions on the job. With this in mind, Morgan states:

1. Effective communications is a vital element in the management process, since it is through some form of communications that the activities of management are carried out.

2. Communications can be judged effective if it produces the results for which it is intended. In management, the intended results are positive employee behavior by modified attitudes and conditioned behavior.

3. As a process, communications must always consist of four elements: (1) the source, (2) the message, (3) the symbol, and (4) the receiver.

4. For communications to be effective in management, not only the source, the message, the symbol, and the receiver

are important but the receiver's response to the message as well. This two-way feedback process between the sender and the receiver is called two-way communications.

5. For two-way communications to be effective, there must be channels open to all members of the organization. In formal organizations, these channels are

- a. Downward communications -- from top to bottom
- b. Upward communications -- from bottom to top
- c. Across communications -- from one level to another, and from any level to an outside source

6. To achieve effective communications, both what to communicate and how it is to be communicated should be taken into account.

- a. What to communicate should take into account what each echelon of an organization wants and needs to know.
- b. How information is to be communicated concerns selecting the medium or device appropriate to the purpose and level for which the communications is intended.

7. While there are many barriers to effective communications, the prevailing one is the attitude of the sender and receiver.

8. Effective two-way communications requires each manager to develop the necessary communications skills to assure three-dimensional flow of information.

9. General guides for effective downward communications should take into account

- a. The receiver's background and experience
- b. The symbols most appropriate to get the message across
- c. The media and methods by which the communications are to be presented
- d. The timing of the communications

10. General guides for effective upward communications include

- a. Understanding what is said through effective listening
- b. Taking action on the employee's communications

11. In addition to formal communications, an informal communications network exists in all organizations. The two most common types are

- a. The clique
- b. The grapevine

Mutual trust is the key to open communications, according to Lorey (1976). Effective decision-making must rest on open, full communications. As long as one does not become overwhelmed with data, the more information the better. Yet, it is constantly demonstrated to employees who furnish such data that they can't be trusted to make the right decision. Worse, management doesn't even allow them to practice by making small decisions. Thus, it doesn't take any worker long to get the message and begin to lose all

interest in the organization's extensive and expensive communications effort, states Lorey (1976).

Kimbrough and Nunnery (1983) described the communication process as consisting of six elements -- sender, encoding, channel, receiver, decoding, and response. Each element occurs within a specific environment, affected by "noise," and resulting in feedback. The communication episode begins with someone having orders, facts, instructions, or ideas intended for an individual or group. The sender organizes this by use of symbols and attractions into a message (encoding) and transmits the message by means of some channel, for example, letter, voice, gesture. The receiver is the recipient of the transmitted message and this may or may not be the intended receiver; that is, others may intercept the message. The receiver attaches some meaning to the symbols and abstractions that result in an understanding, which may or may not be what the sender intended (decoding). On the basis of the understanding, the receiver responds -- does nothing, carries out the order, stores the information. Next, feedback is used to convey that the sender will in turn receive a message about the impact of the original message even though it may not be expected, direct, or immediate.

Hodgetts and Altman (1979) perceived communication as the process of transmitting meanings from sender to

receiver. The word "meaning" is used in their definition because true communication requires an understanding of the message; the receiver must get the meaning. The process by which this is done contains seven key elements: idea, encoding, transmission, noise (message interference), receiving, decoding, and action. The communication process holds the organization together in the sense that it provides the means for transmitting information vital to organizational activity and goal attainment. Much of this information is carried along formal lines while the remainder is transmitted along informal lines.

The life of an organization, states Chruden and Sherman (1972), is found in the people who occupy the positions and in the communications that they have with one another. Effective communication is dependent upon all of the persons in an organization, particularly managers and supervisors whose responsibility it is to develop a climate in which communication can flow freely. If there is a free flow of information and attitudes from one person to another and from one level to another in the organizational hierarchy, the organization will most likely be strong and productive.

Communication is the process by which all human interaction takes place. Significant groups in this process are management, employees, specialists, families of employees, and labor unions. Management communication is especially

important because it is the usual channel by which information reaches employees, and most links in the communication chain are within management. Davis and Newstrom (1985) found that upward communication is much more difficult to develop than downward communication. In addition, the researchers found that specialists play an active role. They have the responsibility, motivation, organizational position, mobility, and procedural involvement needed to communicate extensively. The family is significant in communication because its feelings affect employee performance. Unions also may be involved in a communication program. An effective communication system results when all persons and groups are interacting with understanding of the events that affect them.

DuBrin (1985) states that communication is the transmission of a message from sender to a receiver. Its purpose is to gather, process, and disseminate information, making it a vital work activity. The seven steps in the communication process are ideation, encoding, transmission, receiving, decoding, understanding, and action. Interference, or barriers to communications, can take place at any of these steps. Finally, organizational communications takes place in several different directions and over both formal and informal pathways. Formal pathways are the official, sanctioned path over which messages are supposed to travel.

The formal chain of command and the actual flow of work both help shape formal communication channels. Informal pathways are more numerous than formal pathways. The grapevine is the major informal communication network in an organization.

Luthans (1985) noted that, at every level of modern society, communication is a problem. One of the problems, when applied to organizations, has been the failure to recognize that communication involves more than just linear information flows; it is a dynamic, interpersonal process that involves behavior exchanges. Knowledge of both information theory and nonverbal approaches is a necessary background for understanding interpersonal and organizational communication.

A purely structural view of communication, states Luthans (1985), is no longer adequate. The contemporary view is that communication is a dynamic, interpersonal process. The three major dimensions of communication from this perspective are superior-subordinate, subordinate-initiated, and interactive processes. Each has varied purposes and methods. The downward system is generally adequate in the superior-subordinate process, but better techniques are needed to improve the upward and horizontal systems. All three processes in organizations can greatly benefit from increased attention given to the dynamic, interpersonal aspects of communication.

Vardaman and Halterman (1968) defined communication as the flow of material, information, perception, and understandings between various parts and members of an organization...all the methods, means, and media of communication (communication technology), all the channels, networks, and systems of communication (organizational structure), all the person-to-person interchange (interpersonal communication)....It includes aspects of communications: up, down, lateral; speaking, writing, listening, reading; methods, media, nodes, channels, networks, flow; interpersonal, intraorganizational, and interorganizational.

Ruffin (1976) writes that the principal, as a communicator, has a very important public relations function in dealing with the media. He must develop skills that will enable him to meet directly with reporters and others in a forthright manner. He must be honest while also remembering his responsibility to students, staff, community, and to the school system that he serves. This is not suggesting that at any time a principal should be less than honest in his dealings with reporters; but in his dealings with anyone, be it newspaper reporter or radio or television personality, the principal must keep in mind that after those interviews he still must live with his student body and his staff, and he must project to his community a sincere concern about the

total educational picture, not a day-to-day crisis situation.

In reporting his research findings, Felicetti (1974) reminds us again of the basic principles of communicating not only hard facts but also feelings to various school groups. He notes that internal communication in a school has many things in common with internal communication in business organizations and other institutions or groups; however, it may be unique in that it utilizes some types of communication peculiar only to itself. Felicetti also found that there are four distinct school groups that have a need for communication: administration, staff, students, and parents. Of course, each group needs to exchange ideas among themselves and with the other groups.

Internal communication, as envisioned by Felicetti, includes the communication of feelings. Communicating warmth, interest, and concern cannot be done without personal contact and a commitment to the education of individuals. Communication must be based on sincerity and a positive attitude that the principal's students, staff, and school parents are really "number one." Concern and interest are also evident when the principal is willing to listen, is sympathetic to problems, helps secure needed materials, and when he asks for others' opinions.

St. John (1978) believed that successful communication is the lifeblood of the modern organization; and no organization can achieve its goals and no administrator can accomplish his tasks without the existence of sound communications policies and procedures. In addition, St. John presents many valuable guidelines for improving communications skills (speaking, listening, writing, and reading skills) of the school administrator.

Many observers link the hub of discontent in the world today to a breakdown in communications, Hearn (1973-74) states; however, if a school administrator is honestly endeavoring to meet the personal and professional needs of his entire staff, he must have help. School administrators must develop effective channels of communication--seeing that messages reach their destination essentially as intended. Administrators must realize that all communications, written or verbal, must be understood by the recipient before they can be acted upon; and most importantly, whether or not the recipient has the capacity to undertake the requisite action.

Hall (1972) noted that the whole range of factors contributing to distortion in all communication is evident in organizations -- the communication process is affected by the actors in the situation. Emotional considerations can have a positive or negative influence in the transmittal of

information. Rationality can obscure important socio-emotional inputs into the process. Organizations add another element to the basic nature of communications. Here, the communicators hold positions that have expectations built into them, occupy slots that have more or less status and prestige and specialized expertise expected, and have their relationships with others programmed to some degree in advance, and these facts make communications in organizations a special case of the wider process.

Furthermore, Hall believes the structural considerations of vertical and horizontal relationships add a set of factors that are not so clearly established in other communications systems and can add problems not generally found elsewhere, but the communication process is vital for organizational operations. Effectiveness, power, leadership, and decision making depend upon communications, simply because there must be inputs into these areas and the input is largely information. The better the information, the better the decision making, power utilization, and so on.

A lack of communication or a lack of the right type of communication at the right time, theorizes Schuler (1979), often results in stress. On a general level, effective use of communication can be utilized to minimize employee stress. Good communication skills (Schuler, 1979) embody the following characteristics:

1. seeking to clarify your ideas before communicating;
2. examining the true purpose of each communication;
3. considering the total physical and human setting whenever you communicate;
4. consulting with others, when appropriate, in planning communications;
5. being mindful, while you communicate, of the overtones, as well as the basic content of your message;
6. taking the opportunity, when it arises, to convey something of help or value to the employee;
7. following up your communication;
8. communicating for tomorrow as well as today;
9. being sure your actions support your communications; and
10. seeking not only to be understood but understanding -- being a good listener.

Summary

Communication is vital to success in relating effectively with other people at work; therefore, school administrators must be aware of those things that serve as bridges to their communications ability and those things that are barriers to their effectiveness at communication. Good communication -- the act of transmitting information so that the recipients and sender have the same concept of the message -- is one of the prime goals for school principals.

Well informed staff members maintain a high morale for longer periods than do ill-informed workers. Consequently, their performance is positively affected.

COMMUNICATION AND SATISFACTION IN ORGANIZATIONS

Shaw (1955) explored how leadership style and communication nets affected several measures of productivity and job satisfaction. Close supervision was operationalized by having the leader act in a directive manner; the general leader was to be more responsive to the group. A leader acting in the close style of leadership gave more orders rather than suggestions, received suggestions critically, and in general made it clear that he was the boss. The general leader offered and accepted suggestions if he thought they were good ones and behaved in a cooperative manner. The task assigned each four-person group was to solve a simple problem where the information for the solution was distributed among the members.

It took a longer time to solve the problem with the general leadership. A higher error level occurred under general leadership, particularly in recording and transmitting information. Job satisfaction was lower under close leadership style. In summary, the group's efficiency under close leadership was higher, but satisfaction was lower compared with general leadership.

Marrett, Hage and Aiken (1975), based on data obtained in a set of health and social welfare agencies, attempted to develop some measures for examining organizational communication and to relate those measures to worker satisfaction. The communication properties of primary concern were the formality of the communication network and the direction of communication in the organization. The results indicated that these dimensions could be specified empirically and that their relationships to satisfaction measured. Those relationships were found to vary depending upon whether satisfaction with the job or with co-workers was the focus. The study also discusses several implications of the differentiation made among dimensions of communication and proposes some hypotheses to be tested in further research on the social-psychological correlates of organizational communication patterns.

In studying the relationship between message distortion and job satisfaction, Sussman (1974) reported that the primary significance of his field study is that data are presented, which relate job satisfaction to message receiving behaviors in organizational hierarchies. The study was also significant because the obtained findings underscore what the author believed to be the major tenet of organizational communication: Information is the basic raw material of any organization and organizational members may be viewed

as primarily information processors. The manner in which organizational members engage in information processing is thus intimately related to their perceptions of the organizational environment and their role in it.

Read (1959) was concerned with communication in large organizations. The particular focus of his research was upon motivational and attitudinal factors, which affect the accuracy with which members at one administrative level communicate upward to a higher level. The purpose of the study was to test hypotheses about the relationship between upward mobility among administrators and the accuracy with which they communicate problem-related information upward in the hierarchies. This relationship was found in general to be a significant negative one. The relationship was found to be conditioned or modified by the degree of interpersonal trust held by these administrators for their superiors, and there is some evidence to suggest that the relationship is also conditioned by the degree of the superiors' influence as perceived by their subordinates. The results indicated that the motives and attitudes of organizational members strongly affect the manner in which and degree to which they exchange work-related information with each other.

Hoth (1979) studied factors of faculty job satisfaction as related to communication satisfaction. In particular the research study tested Hoy-Miskel's three-factor theory of

job satisfaction for community college faculty, and the relationship, if any, between factors of communication satisfaction and job satisfaction. The findings supported the Hoy-Miskel theory. The motivator score was significantly higher for satisfied faculty. Ambient scores did not distinguish between satisfied and dissatisfied faculty; however, hygienes did distinguish the satisfied faculty from the dissatisfied. The scores on these factors for dissatisfied faculty was significantly lower. Downs-Hazens' work (1977), however, was not supported. Specific results of the study were as follows:

1. Satisfied faculty did score significantly higher than dissatisfied faculty on motivational factors.

2. Neither group of faculty scored significantly higher or lower on factors of ambience.

3. Dissatisfied faculty scored significantly lower than satisfied faculty on factors of hygiene.

4. Male and female faculty did not differ significantly in overall levels of job satisfaction.

5. Male and female faculty did not differ significantly in overall levels of communication satisfaction.

6. Overall communication satisfaction was not correlated to overall job satisfaction.

7. The six specific factors of communication satisfaction did not correlate overall with job satisfaction.

In a related study, Green (1982) investigated the relationship between communication satisfaction and job satisfaction among library personnel employed by the sixteen universities in the University of North Carolina system. The study sought to determine whether job satisfaction is a ramification of on-the-job communication satisfaction leading to job efficiency. The findings indicated that

- . There is a significant correlation between job satisfaction and communication satisfaction components.

- . Males seemed to be more satisfied with communication than females.

- . Lower paid librarians were the least satisfied.

- . Librarians educational level did not have a significant effect upon their perceived satisfaction.

- . Older librarians were the most satisfied.

Summary

School administrators must realize that their leadership style and communication ability affect several measures of productivity and job satisfaction. Information is the basic raw material of any organization and organizational members may be viewed as primarily information processors. The manner in which organizational members engage in information processing is thus intimately related to their perceptions of the organizational environment and their role in it.

JOB SATISFACTION

The study of job satisfaction is important in itself as an investigation of a major aspect of the everyday life of most working human beings. It has important implications for mental health. Also from a purely practical point of view, many of the programs of management and unions, such as employee training, organizational analysis, job enrichment, and wage and salary administration are based on the assumption that these programs affect the feelings and attitudes and, in turn, the behavior of workers.

Early studies hypothesized that the happy (satisfied) worker was the productive worker. Later research has shown that employee performance and satisfaction are not necessarily highly correlated. On the other hand, studies suggest that employee job satisfaction does exercise an influence upon turnover, absenteeism, and other withdrawal patterns of behavior. Furthermore, most administrators would agree that both high levels of performance and high levels of satisfaction are desirable even though not now present in many organizations, states Dunn and Stephens (1972).

Job satisfaction, as viewed by Locke (1964), is an affective response, which is a result of experience on the job and which will function as an independent variable (that is, will affect behavior) only under very special circumstances, related to the individual and to his situation.

Schultz and Schultz (1982) found that it is sometimes difficult to distinguish between motivation and job satisfaction because of their high degree of interrelationship. There is also such a relationship between job satisfaction and morale; many writers use these terms interchangeably. Basically, job satisfaction refers to a set of attitudes that employees have about their jobs. It may be described as the psychological disposition of people toward their jobs -- how they feel about the work -- and this involves a collection of numerous attitudes or feelings. Thus, job satisfaction or dissatisfaction depends on a large number of factors, ranging from where employees have to park their cars and whether the boss calls them by their first name to the sense of achievement or fulfillment they may find in their work.

Additional factors can influence job satisfaction, factors that are not directly part of the job or work climate (Schultz and Schultz, 1982). For example, job satisfaction varies as a function of age, health, number of years worked, emotional stability, social status, leisure and recreational activities, family relationships, and other social outlets and affiliations. Also, personal motivations and aspirations and how these are fulfilled can influence the attitude toward work. In fact, recent research by Staw (1984) also suggested that for some employees, job

satisfaction may be a stable, enduring, individual characteristic, independent of the features of the job. For these workers, changes in job status, pay, or working conditions may have no effect on their level of job satisfaction. Their tendency to be happy (satisfied) or unhappy (dissatisfied) may vary little over time and circumstance.

Davis and Newstrom's research (1985) showed that job dissatisfaction often leads to absenteeism, turnover, and theft; so employers want to develop satisfaction among their employees. The vast majority of workers in the United States report they are satisfied with their jobs, although perhaps dissatisfied with the specific elements of them. High performance and equitable rewards encourage high satisfaction through a performance-satisfaction-effort loop. In addition, higher job satisfaction usually is associated with lower turnover, fewer absences, older employees, and higher occupational levels. Larger organizations tend to have employees with slightly lower levels of satisfaction unless vigorous attempts are made to build high satisfaction.

Davis and Newstrom also found useful job satisfaction information is obtained by using questionnaires and interviews, as well as by examining existing personnel data. Information is communicated to managers through survey feedback that uses summary data, makes relevant comparisons,

and reports actual employee comments. Follow-up is accomplished by committees to assure employees that appropriate action is taken after a survey. Ultimately, job satisfaction information is most useful if it influences managers to improve their performance.

The job satisfaction that individuals receive from their employment, wrote Chrudden and Sherman (1972), is largely dependent upon the extent to which the job and everything associated with their needs and wants. Since much of an individual's motivation is unconscious, he is not clearly aware of all of his needs. It is more difficult, therefore, to obtain an accurate assessment of an individual's needs. Wants, on the other hand, are conscious desires for things or conditions that an individual feels will give him satisfaction. Factors relating to job satisfaction, which were measured most frequently, are: (1) the content of work, actual tasks performed, and control of the work; (2) supervision; (3) the organization and its management; (4) opportunities for advancement; (5) pay and other financial benefits; (6) co-workers; and (7) working conditions (Ronan, 1970).

SUMMARY

Early studies hypothesized that the satisfied worker was the productive worker. Later research has shown that employee performance and satisfaction are not necessarily

highly correlated. Several studies suggested that employee job satisfaction does exercise an influence upon turnover, absenteeism, and other withdrawal patterns of behavior.

CHAPTER SUMMARY

An extensive review of the literature has showed that the principal is the key person in establishing and maintaining good schools. The review also showed that communication is vital to success in relating effectively with others, how leadership style and communication ability effect job productivity and satisfaction, and how job satisfaction does exercise an influence upon turnover, absenteeism, and other withdrawal patterns of behavior. The literature was almost nonexistent as to the relationship between job satisfaction and communication satisfaction -- especially for school principals; therefore, specific study of the relationship between job satisfaction and communication satisfaction of the principal is warranted.

Chapter 3

RESEARCH METHODOLOGY

The purpose addressed in this study was to measure the relationship between communication with central administration and job satisfaction of elementary school principals. This chapter describes the general methodology used in the research, the population and setting, the questionnaire, data gathering methods, and the frequency, percentage, chi square, and Pearson Product Moment Correlation statistical procedures employed to analyze the data..

METHODOLOGY

The methodology employed was the descriptive survey. The data was gathered from the elementary school principals through the administration of the Communication Satisfaction Questionnaire, copyrighted in 1974 by Downs and Hazen, revised by Villines, 1987.

1. It was confined to the elementary school principals within the Commonwealth of Virginia.

2. It was further confined to the Tidewater Zone of the Virginia Association of Elementary School Principals.

3. Association approval and support to conduct the study were obtained from the Tidewater zone president.

4. The questionnaire, including appropriate cover letter and letter of support (see appendix), was sent to all elementary school principals in the Tidewater Zone.

5. Of the 212 sent, 190 completed questionnaires were returned and analyzed.

6. The computer services of Elizabeth City State University were utilized to analyze and compare the data gathered by the instrument.

STATEMENT OF THE PURPOSE

The purpose addressed in this study was to measure the relationship between communication with central administration and job satisfaction of elementary school principals.

Research Questions

1. How satisfied are elementary school principals with their jobs?

2. How satisfied are elementary school principals with the communication within their school system?

3. What is the relationship between job satisfaction and communication satisfaction of elementary school principals?

POPULATION

The population participating in the study was determined by selecting all elementary school principals listed in the Tidewater Zone of the Virginia Association of Elementary School Principals for 1987. The Zone consists of all

schools within the counties of Accomac, Isle of Wight, James City, Northampton, Southampton, Surry and York; the cities of Chesapeake, Franklin, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, and Virginia Beach; and the town of Cape Charles. A total of 212 elementary school principals were surveyed. Of this total, 190 completed questionnaires (90 percent) were returned and analyzed via frequency, percentage, chi square, and Pearson Product Moment Correlation statistical procedures.

COMMUNICATIONS SATISFACTION QUESTIONNAIRE

The Communication Satisfaction Questionnaire was developed and copywrited in 1974 by Downs and Hazen. The version utilized in this study was revised by Villines in 1987 with the permission of Hazen. The Communication Satisfaction Questionnaire was used to measure eight dimensions of job satisfaction of the elementary school principal.

The instrument was developed by Downs and Hazen in three stages. The original questionnaire was developed, administered, and factor analyzed. The second questionnaire was developed based upon the factor analysis of the first stage and then administered to twenty persons. A short time later the questionnaire was again administered to the same group of persons and reliability of the questionnaire is reported to be .94. As Table 1 presents, the alpha

Table 1
COMMUNICATION SATISFACTION QUESTIONNAIRE
ALPHA COEFFICIENTS

Factor	Coefficient
General Organizational Perspective	.80
Organizational Integration	.76
Personal Feedback	.86
Relation with Supervisor	.84
Horizontal Information Communication	.75
Relation with Subordinate	.85
Media Quality	.81
Communication Climate	.79
<hr/>	
TOTAL QUESTIONNAIRE	.94

coefficient for General Organizational Perspective was observed to be .80; Organizational Integration, .76; Personal Feedback, .86; Relation with Supervisor, .84; Horizontal Information Communication, .75; Relation with Subordinate, .85; Media Quality, .81; and Communication Climate, .79.

The questions that make up each dimension are as follows:

Dimensions	Questions
1. General Organizational Perspective	6 12 13 16 17
2. Organizational Integration	4 5 10 11 15
3. Personal Feedback	7 8 9 14 18
4. Relation with Supervisor	20 22 25 29 34
5. Horizontal Information Communication	28 30 31 32 37
6. Relation with Subordinate	42 43 44 45 46
7. Media Quality	24 33 35 36 38
8. Communication Climate	19 21 23 26 27

The questionnaire was then administered in four states (California, Illinois, Florida, and Minnesota) to four different organizations. The questionnaire was again factor analyzed for each organization and the results of the first stage were supported.

Finally correlations of each measure of job satisfaction were investigated to determine which communication dimensions tend to interact most with job satisfaction.

There appeared to be four communication dimensions that correlated most highly with job satisfaction: General Organizational Perspective, Personal Feedback, Relation with Supervisor, and Relation with Subordinate.

The Communication Satisfaction Questionnaire was so constructed that it would indicate a respondent's level of satisfaction with the particular item on a one-to-seven Likert-type scale between "very dissatisfied" and "very satisfied," respectively. In the original instrument, satisfaction is measured using a reverse scoring mechanism, i.e., "very satisfied," one point; "satisfied," two points; and "slightly satisfied," three points. "Indifferent" or mid-point on the scale is four points. Dissatisfaction is measured as "slightly dissatisfied," five points; "dissatisfied," six points; and "very dissatisfied," seven points. Thus, the lower the respondents scored, the more satisfied the respondents were with each dimension; the higher they scored, the more dissatisfied they were. To make interpretation of the data analysis clearer, the questionnaire's scoring mechanism was reversed by the current researcher (Villines, 1987). Satisfaction is numbered five through seven, i.e., "very satisfied," seven points; "satisfied," six points; and "slightly satisfied," five points. "Indifferent" or mid-point on the scale was four points. Dissatisfaction is measured as "slightly dissatisfied," three

points; "dissatisfied," two points; and "very dissatisfied," one point.

In studying the psychometric characteristics of the questionnaire, the results supported the internal consistency and dimensionality of the Downs-Hazen measure of communication satisfaction. The data analysis supported previous research efforts and suggested that subscales could be used with confidence. The Alpha Coefficients were quite high (.75 - .94) and therefore indicated a very acceptable level of internal consistency. Table 1 presents the Alpha Coefficients (see Table 1).

ANALYSIS OF DATA

The survey method was employed to collect data. Statistical analyses were conducted via Elizabeth City State University's computer services. Specific analyses were computed using the Statistical Package for the Social Sciences (SPSS). Frequencies were used to determine the level of satisfaction as presented by the eight dimensions of the Communication___Satisfaction__Questionnaire. The chi-square statistical procedure was used to relate this level to selected characteristics of the sample. The Pearson Product Moment Correlation procedure was used to show relationship between the overall rating of job satisfaction and each of the eight communication satisfaction dimensions. The Pearson Product Moment Correlation

procedure was also used because job satisfaction and communication satisfaction dimensions were shown as continuous scores; it was the most frequently used and it had a smaller standard of error than other correlation techniques.

The Pearson Product Moment Correlation procedure was utilized to determine the correlation between job satisfaction and satisfaction as it pertains to each of the eight dimensions of the Communication Satisfaction Questionnaire.

Chapter 4

ANALYSIS OF DATA

The purpose of this chapter is to describe and report the analysis of data for each of the three research questions. The research questions are restated and the statistical analyses are presented.

DEMOGRAPHIC DATA

The population participating in the study was determined by selecting all elementary school principals listed in the Tidewater Zone of the Virginia Educational Directory (1987), compiled by the Virginia Department of Education. The Zone consists of all schools within the counties of Accomac, Isle of Wight, James City, Northampton, Southampton, Surry and York; the cities of Chesapeake, Franklin, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, and Virginia Beach; and the town of Cape Charles. A total of 212 elementary school principals were surveyed. Of this total, 190 completed questionnaires (90 percent) were returned and analyzed via frequency, percentage, chi square, and Pearson Product Moment Correlation statistical procedures.

Table 2 shows that 35.8 percent of the respondents were employed as elementary school principals in urban school systems, 33.7 percent were employed in suburban school systems, and the remaining 30.5 percent were employed in rural school systems. As shown in Table 3, 20.0 percent of the principals were in schools with student populations of less than 351 students, 39.5 percent were principals of schools with a student population which ranged from 351 to 600 students, and 40.5 percent were principals of schools with a student population over 600 students.

Table 4 presents the respondents' gender selections. Male respondents represented 64.2 percent of the respondents and females represented 35.8 percent. The respondents' race selection indicated that 66.8 percent were white and 33.2 percent were non-white (Table 5). Only 2.1 percent of the respondents listed their age as being younger than 35, 67.4 percent listed their age as being in the 35 to 50 category, and the remaining 30.5 percent listed the older than 50 category (Table 6). The total years of experience as an elementary school principal selected by the respondents indicated that, as presented in Table 7, 47.4 percent had been in the position for less than 11 years, 33.2 percent had been in the position between 11 to 20 years, and 19.5 percent had more than 20 years of elementary school principal experience.

Table 2

**FREQUENCY DISTRIBUTION AND PERCENTAGES
BY TYPE OF SCHOOL SYSTEM**

Type of School System	Frequency	Percentage
Urban	68	35.8
Suburban	64	33.7
Rural	58	30.5
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TOTAL	190	100.0

Table 3

**FREQUENCY DISTRIBUTION AND PERCENTAGES
BY SCHOOL'S STUDENT POPULATION**

Student Population	Frequency	Percentage
Fewer than 351	38	20.0
351 to 600	75	39.5
More than 600	77	40.5
	---	----
TOTAL	190	100.0

Table 4
FREQUENCY DISTRIBUTION AND PERCENTAGES
BY GENDER

Sex	Frequency	Percentage
Male	122	64.2
Female	68	35.8
	---	---
TOTAL	190	100.0

Table 5

**FREQUENCY DISTRIBUTION AND PERCENTAGES
BY RACE**

Race	Frequency	Percentage
White	127	66.8
Non-White	63	33.2
TOTAL	190	100.0

Table 6

FREQUENCY DISTRIBUTION AND PERCENTAGES
BY AGE

Age	Frequency	Percentage
Younger than 35	4	2.1
35 to 50	128	67.4
Older than 50	58	30.5
	---	---
TOTAL	190	100.0

Table 7

**FREQUENCY DISTRIBUTION AND PERCENTAGES
BY YEARS EMPLOYED AS A PRINCIPAL**

Years Employed	Frequency	Percentage
Less than 11	90	47.4
11 to 20	63	33.2
More than 20	37	19.5
	---	----
TOTAL	190	100.0

SATISFACTION WITH PRINCIPALSHIP

Research_Question_1. How satisfied are elementary school principals with their jobs?

Job_Satisfaction

The data in Table 8 present the responses of the elementary school principals, based upon selected demographic characteristics, toward their level of job satisfaction as measured by the **Communication_Satisfaction_Question**. The data indicate that the elementary school principals are generally satisfied with their jobs. Over 87 percent of the respondents were satisfied with their jobs; however, 12.1 percent were dissatisfied. Analysis employing the chi-square nonparametric test also indicated that no statistically significant differences ($p < .05$) existed between the responses of the principals.

Level_of_Satisfaction

In responding to whether their job satisfaction has gone up, stayed the same, or gone down during the past six months (Table 9), 19.5 percent of the principals stated that their level of satisfaction had gone up, 21.6 percent stated it had gone down, and 58.9 stated that their level of satisfaction had stayed the same. Analysis employing the chi-square nonparametric test also indicated that no statistically significant differences ($p < .05$) existed between the responses of the principals.

Table 8

FREQUENCIES, PERCENTAGES AND CHI SQUARES
 FOR ELEMENTARY SCHOOL PRINCIPALS BASED
 UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
 COMMUNICATION SATISFACTION QUESTIONNAIRE:
 LEVEL OF JOB SATISFACTION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
TYPE OF SCHOOL SYSTEM									
Urban	13	19.1			55	80.9			
Suburban	5	7.8			59	92.2			
Rural	5	8.6	1	1.7	52	89.7			
TOTAL	23	12.1	1	.5	166	87.7	7.13	4	.13
NUMBER OF STUDENTS ASSIGNED TO YOUR SCHOOL									
Fewer than 351	3	7.9	1	2.6	34	89.5			
351 to 600	10	13.3			65	86.7			
More than 600	10	13.0			67	87.0			
TOTAL	23	12.1	1	.5	166	87.4	4.72	4	.32
SEX									
Male	12	9.8	1	.8	109	89.3			
Female	11	16.2			57	83.8			
TOTAL	23	12.1	1	.5	166	87.4	2.16	2	.34
RACE									
White	16	12.6	1	.8	110	86.6			
Non-white	7	11.1			56	88.9			
TOTAL	23	12.1	1	.8	166	87.4	.60	2	.74
AGE									
Younger than 35					4	100.0			
35 to 50	14	10.9	1	.8	113	88.3			
Older than 50	9	15.5			49	84.5			
TOTAL	23	12.1	1	.8	166	87.4	1.81	4	.77
TOTAL NUMBER OF YEARS EMPLOYED AS AN ELEMENTARY PRINCIPAL									
Less than 11	9	10.0	1	1.1	80	88.9			
11 to 20	13	20.6			50	79.4			
More than 20	1	2.7			36	97.3			
TOTAL	23	12.1	1	.8	166	87.4	8.83	4	.07

Table 9

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
IN THE PAST SIX MONTHS, WHAT HAS HAPPENED TO
YOUR LEVEL OF JOB SATISFACTION?

Demographic Characteristics	Level of Job Satisfaction						Chi Square	df	p
	Gone Down		Stayed the Same		Gone Up				
	N	%	N	%	N	%			
Types of school system									
Urban	18	26.5	38	55.9	12	17.6			
Suburban	13	20.3	41	64.1	10	15.6			
Rural	10	17.2	33	56.9	15	25.9			
TOTAL	41	21.6	112	58.9	37	19.5	3.56	4	.47
Number of students assigned to your school									
Fewer than 351	10	26.3	21	55.3	7	18.4			
351 to 600	15	20.0	42	56.0	18	24.0			
More than 600	16	20.8	49	63.6	12	15.6			
TOTAL	41	21.6	112	58.9	37	19.5	2.40	4	.66
Sex									
Male	28	23.0	69	56.6	25	20.5			
Female	13	19.1	43	63.2	12	17.6			
TOTAL	41	21.6	112	58.9	37	19.5	.81	2	.67
Race									
White	32	25.2	75	59.1	20	15.7			
Non-white	9	14.3	37	58.7	17	27.0			
TOTAL	41	21.6	112	58.9	37	19.5	5.05	2	.08
Age									
Younger than 35	1	25.0	2	50.0	1	25.0			
35 to 50	30	23.4	71	55.5	27	21.1			
Older than 50	10	17.2	39	67.2	9	15.5			
TOTAL	41	21.6	112	58.9	37	19.5	2.43	4	.66
Total number of years employed as an elementary principal									
Less than 11	17	18.9	55	61.1	18	20.0			
11 to 20	19	30.2	30	47.6	14	22.2			
More than 20	5	13.5	27	73.0	5	13.5			
TOTAL	41	21.6	112	58.9	37	19.5	7.18	4	.13

Level_of_Productivity

The respondents' level of productivity over the last six months was also measured via the Communication_Satisfaction_Questionnaire. It was observed, as shown by Table 10, that the level of productivity for 34.2 percent of the respondents had gone up during the last six months, 57.9 percent noted that their productivity had stayed the same, and only 7.9 percent of the respondents stated that their productivity had gone down. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their type of school system, their race, and their total number of years employed as an elementary school principal. The productivity of principals in urban and rural school systems had gone up more, the productivity of non-white principals had gone up significantly, while productivity of principals with 11 to 20 years of experience had gone down.

Table 10

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
IN THE LAST SIX MONTHS, WHAT HAS HAPPENED TO YOUR PRODUCTIVITY?

Demographic Characteristics	Level of Productivity						Chi Square	df	p
	Gone Down		Stayed the Same		Gone Up				
	N	%	N	%	N	%			
Type of school system									
Urban	7	10.3	31	45.6	30	44.1			
Suburban	2	3.1	49	76.6	13	20.3			
Rural	6	10.3	30	51.7	22	37.9			
TOTAL	15	7.9	110	57.9	64	34.2	14.59	4	.01
Number of students assigned to your school									
Fewer than 351	2	5.3	23	60.5	13	34.2			
351 to 600	5	6.7	39	52.0	31	41.3			
More than 600	8	10.4	48	62.3	21	27.3			
TOTAL	15	7.9	110	57.9	65	34.2	4.04	4	.40
Sex									
Male	12	9.8	73	59.8	37	30.3			
Female	3	4.4	37	54.4	28	41.2			
TOTAL	15	7.9	110	57.9	65	34.2	3.35	2	.19
Race									
White	11	8.7	86	67.7	30	23.6			
Non-white	4	6.3	24	38.1	35	55.6			
TOTAL	15	7.9	110	57.9	65	34.2	19.22	2	.00
Age									
Younger than 35			1	25.0	3	75.0			
35 to 50	10	7.8	70	54.7	48	37.5			
Older than 50	5	8.6	39	67.2	14	24.1			
TOTAL	15	7.9	110	57.9	65	34.2	6.28	4	.18
Total number of years employed as an elementary principal									
Less than 11	3	3.3	51	56.7	36	40.0			
11 to 20	11	17.5	32	50.8	20	31.7			
More than 20	1	2.7	27	73.0	9	24.3			
TOTAL	15	7.9	110	57.9	65	34.2	15.01	4	.00

SATISFACTION WITH SCHOOL SYSTEM COMMUNICATION

Research_Question_2. How satisfied are elementary school principals with the communication within their school system?

General_Organizational_Perspective_Dimension

The "General Organizational Perspective Dimension" includes information about the elementary principal's school system's policies and goals, government action affecting school system, general changes in organization, school system's financial standing, and accomplishments and/or failures of the school system. The data in Table 11 present the responses of the elementary school principals, based upon selected demographic characteristics, toward the "General Organizational Perspective Dimension" as measured by the Communication__Satisfaction__Question. The data indicate that the elementary school principals are generally satisfied with this dimension. Approximately 83 percent of the respondents were satisfied, 8.4 percent were dissatisfied, and 8.9 percent were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their type of school system. Almost 94 percent of the suburban school principals were satisfied with the "General Organizational Perspective Dimension" while 75.0 percent of the

Table 11

FREQUENCIES, PERCENTAGES AND CHI SQUARES
 FOR ELEMENTARY SCHOOL PRINCIPALS BASED
 UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
 COMMUNICATION SATISFACTION QUESTIONNAIRE:
 GENERAL ORGANIZATIONAL PERSPECTIVE DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Types of school system									
Urban	7	10.3	10	14.7	51	75.0			
Suburban	1	1.6	3	4.7	60	93.8			
Rural	8	13.8	4	6.9	46	79.3			
TOTAL	16	8.4	17	8.9	157	82.6	11.45	4	.02
Number of students assigned to your school									
Fewer than 351	7	18.4	2	5.3	29	76.3			
351 to 600	7	9.3	6	8.0	62	82.7			
More than 600	2	2.6	9	11.7	66	85.7			
TOTAL	16	8.4	17	8.9	157	82.6	9.26	4	.06
Sex									
Male	10	.2	12	9.8	100	82.0			
Female	6	8.8	5	7.4	57	83.8			
TOTAL	16	8.4	17	8.9	157	82.6	.34	2	.84
Race									
White	13	10.2	11	8.7	103	81.1			
Non-white	3	4.8	6	9.5	54	85.7			
TOTAL	16	8.4	17	8.9	157	82.6	1.64	2	.44
Age									
Younger than 35					4	100.0			
35 to 50	11	8.4	12	8.9	105	82.0			
Older than 50	5	8.6	5	8.6	48	82.8			
TOTAL	16	8.4	17	8.9	157	82.6	.89	4	.93
Total number of years employed as an elementary principal									
Less than 11	6	6.7	6	6.7	78	86.7			
11 to 20	7	11.1	7	11.1	49	77.8			
More than 20	3	8.1	4	10.8	30	81.1			
TOTAL	16	8.4	17	8.9	157	82.6	2.34	4	.69

urban principals were satisfied and 79.3 of the rural principals were satisfied.

Personal_Feedback_Dimension

The "Personal Feedback" is concerned with the information elementary principals receive in how they are judged and how their performance is being appraised. In responding to the "Personal Feedback Dimension" (Table 12), 63.2 percent of the principals were satisfied with this communication dimension, over 25 percent stated that they were dissatisfied, and 11.6 were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their type of school system and their total number of years employed as an elementary principal.

Only 52.9 percent of the urban principals were satisfied with the "Personal Feedback Dimension" while 30.9 percent percent were dissatisfied; 68.8 percent of the suburban principals were satisfied while 17.2 percent were dissatisfied; 69.0 percent of the rural principals were satisfied while 27.6 percent were dissatisfied. Based on their years of employment, 67.8 of those with less than 11 years of experience were satisfied, 50.8 percent of the principals with 11 to 20 years of experience were satisfied, and 73.0 percent of the principals with more than 20 years

Table 12

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
PERSONAL FEEDBACK DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	21	30.9	11	16.2	36	52.9			
Suburban	11	17.2	9	14.1	44	68.8			
Rural	16	27.6	2	3.4	40	69.0			
TOTAL	48	25.3	22	11.6	120	63.2	9.27	4	.05
Number of students assigned to your school									
Fewer than 351	9	23.7	3	7.9	26	68.4			
351 to 600	22	29.3	8	10.7	45	60.0			
More than 600	17	22.1	11	14.3	49	63.6			
TOTAL	48	25.3	22	11.6	120	63.2	2.11	4	.72
Sex									
Male	32	26.2	11	9.0	79	64.8			
Female	16	23.5	11	16.2	41	60.3			
TOTAL	48	25.3	22	11.6	120	63.2	2.20	2	.33
Race									
White	33	26.0	17	13.4	77	60.6			
Non-white	15	23.8	5	7.9	43	68.3			
TOTAL	48	25.3	22	11.6	120	63.2	1.55	2	.46
Age									
Younger than 35			1	25.0	3	75.0			
35 to 50	32	25.0	18	14.1	78	60.9			
Older than 50	16	27.6	3	5.2	39	67.2			
TOTAL	48	25.3	22	11.6	120	63.2	4.84	4	.30
Total number of years employed as an elementary principal									
Less than 11	14	15.6	15	16.7	61	67.8			
11 to 20	26	41.3	5	7.9	32	50.8			
More than 20	8	21.6	2	5.4	27	73.0			
TOTAL	48	25.3	22	11.6	120	63.2	16.29	4	.00

of experience were satisfied. Principals with 11 to 20 years of experience, however, indicated that over 41 percent were dissatisfied.

Organizational_Integration_Dimension

This dimension is concerned with the information that an individual receives about the organization and the immediate work environment; in particular, information about school system policies, plans and requirements of one's job and personal news. The respondents' level of satisfaction with the "Organizational Integration Dimension," also measured via the Communication_Satisfaction Questionnaire, was quite positive. It was observed, as shown by Table 13, that over 80 percent of the principals were satisfied with this communication dimension, 11.6 were indifferent, and less than 8 percent of the principals were dissatisfied. Analysis employing the chi-square nonparametric test also indicated that no statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their demographic characteristics.

Relation_with_Supervisor_Dimension

This dimension includes both upward and downward aspects of communications; the extent to which the superior listens, pays attention and is open to ideas. The data in Table 14 illustrate the responses of the elementary school

Table 13

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
ORGANIZATIONAL INTEGRATION DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	7	10.3	9	13.2	52	76.5			
Suburban	3	4.7	6	9.4	55	85.9			
Rural	5	8.6	7	12.1	46	79.3			
TOTAL	15	7.9	22	11.6	153	80.5	2.19	4	.70
Number of students assigned to your school									
Fewer than 351	4	10.5	7	18.4	27	71.1			
351 to 600	6	8.0	5	6.7	64	85.3			
More than 600	5	6.5	10	13.0	62	80.5			
TOTAL	15	7.9	22	11.6	153	80.5	4.40	4	.36
Sex									
Male	12	9.8	13	10.7	97	79.5			
Female	3	4.4	9	13.2	56	82.4			
TOTAL	15	7.9	22	11.6	153	80.5	1.92	2	.38
Race									
White	13	10.2	16	12.6	98	77.2			
Non-white	2	3.2	6	9.5	55	87.3			
TOTAL	15	7.9	22	11.6	153	80.5	3.54	2	.17
Age									
Younger than 35					4	100.0			
35 to 50	12	9.4	20	15.6	96	75.0			
Older than 50	3	5.2	2	3.4	53	91.4			
TOTAL	15	7.9	22	11.6	153	80.5	8.32	4	.08
Total number of years employed as an elementary principal									
Less than 11	7	7.8	9	10.0	74	82.2			
11 to 20	5	7.9	12	19.0	46	73.0			
More than 20	3	8.1	1	2.7	33	89.2			
TOTAL	15	7.9	22	11.6	153	80.5	6.57	4	.16

Table 14

FREQUENCIES, PERCENTAGES AND CHI SQUARES
 FOR ELEMENTARY SCHOOL PRINCIPALS BASED
 UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
RELATION WITH SUPERVISOR DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	9	13.2	6	8.8	53	77.9			
Suburban	3	4.7	8	12.5	53	82.8			
Rural	8	13.8	5	9.5	45	77.6			
TOTAL	20	10.5	19	10.0	151	79.5	3.88	4	.42
Number of students assigned to your school									
Fewer than 351	5	13.2	5	13.2	28	73.7			
351 to 600	10	13.3	3	4.0	62	82.7			
More than 600	5	6.5	11	14.3	61	79.2			
TOTAL	20	10.5	19	10.0	151	79.5	6.75	4	.15
Sex									
Male	18	14.8	14	11.5	90	73.8			
Female	2	2.9	5	7.4	61	89.7			
TOTAL	20	10.5	19	10.0	151	79.5	7.93	2	.02
Race									
White	12	9.4	14	11.0	101	79.5			
Non-white	8	12.7	5	7.9	50	79.4			
TOTAL	20	10.5	19	10.0	151	79.5	.82	2	.66
Age									
Younger than 35					4	100.0			
35 to 50	13	10.2	15	11.7	100	78.1			
Older than 50	7	12.1	4	6.9	47	81.0			
TOTAL	20	10.5	19	10.0	151	79.5	2.16	4	.71
Total number of years employed as an elementary principal									
Less than 11	4	4.4	9	10.0	77	85.6			
11 to 20	8	12.7	6	9.5	49	77.8			
More than 20	8	21.6	4	10.8	25	67.6			
TOTAL	20	10.5	19	10.0	151	79.5	8.91	4	.06

principals, based upon selected demographic characteristics, toward the "Relation with Supervisor Dimension," as measured by the Communication_Satisfaction_Questionnaire. The data indicate that the elementary school principals are generally satisfied with this communication dimension. Approximately 80 percent of the respondents were satisfied, 10.5 percent were dissatisfied, and 10 percent were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their gender. Females were more satisfied with the "Relation with Supervisor Dimension." Approximately 90 percent of the females were satisfied while only 73.8 percent of the males were satisfied. Only 2.9 percent of the females were dissatisfied and 14.8 percent of the males were dissatisfied.

Communication_Climate_Dimension

This communication dimension includes both the organizational and personal levels and the extent to which communication motivates and stimulates employees to meet goals. It also includes the extent to which people in the organization have the ability as communicators and the extent to which conflicts are handled appropriately through proper communication channels. In responding the "Communication Climate Dimension" (Table 15), 71.6 percent of the

Table 15

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
COMMUNICATION CLIMATE DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	17	25.0	6	8.8	45	66.2			
Suburban	7	10.9	7	10.9	50	78.1			
Rural	11	19.0	6	10.3	41	70.7			
TOTAL	35	18.4	19	10.0	136	71.6	4.38	4	.36
Number of students assigned to your school									
Fewer than 351	9	23.7	7	18.4	22	57.9			
351 to 600	18	24.0	2	2.7	55	73.3			
More than 600	8	10.4	10	13.0	59	76.6			
TOTAL	35	18.4	19	10.0	136	71.6	13.25	4	.01
Sex									
Male	23	18.9	13	10.7	86	70.5			
Female	12	17.6	6	8.8	50	73.5			
TOTAL	35	18.4	19	10.0	136	71.6	.24	2	.89
Race									
White	22	17.3	15	11.8	90	70.9			
Non-white	13	20.6	4	6.3	46	73.0			
TOTAL	35	18.4	19	10.0	136	71.6	1.53	2	.46
Age									
Younger than 35					4	100.0			
35 to 50	21	16.4	13	10.2	94	73.4			
Older than 50	14	24.1	6	10.3	38	65.5			
TOTAL	35	18.4	19	10.0	136	71.6	3.27	4	.51
Total number of years employed as an elementary principal									
Less than 11	9	10.0	8	8.9	73	81.1			
11 to 20	17	27.0	7	11.1	39	61.9			
More than 20	9	24.3	4	10.8	24	64.9			
TOTAL	35	18.4	19	10.0	136	71.6	9.08	4	.06

principals were satisfied with this communication dimension, over 18 percent stated that they were dissatisfied, and 10 were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon the number of students assigned to their school. Only 57.9 percent of the principals of schools with student populations fewer than 351 were satisfied with the "Communication Climate Dimension," while 73.3 percent of the principals of schools with student populations between 351 to 600 were satisfied and 76.6 percent of the principals in schools with a student population over 600 students were satisfied.

Horizontal Communication Dimension

The "Horizontal Communication Dimension" deals with communication among peers -- lateral communication between people at the same hierarchical channels. The respondents' level of satisfaction with the "Horizontal Communication Dimension," also measured via the Communication Satisfaction Questionnaire, was positive. It was observed, as shown by Table 16, that 78.4 percent of the principals were satisfied with this communication dimension, 10.5 were indifferent, and 11.1 percent of the principals were dissatisfied. Analysis employing the chi-square nonparametric test indicated that no statistically significant differences ($p <$

Table 16

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
HORIZONTAL COMMUNICATION DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	11	16.2	9	13.2	48	70.6			
Suburban	3	4.7	4	6.3	57	89.1			
Rural	7	12.1	7	12.1	44	75.9			
TOTAL	21	11.1	20	10.5	149	78.4	7.24	4	.12
Number of students assigned to your school									
Fewer than 351	3	7.9	7	18.34	28	73.7			
351 to 600	10	13.3	9	12.0	56	74.7			
More than 600	8	10.4	4	5.2	65	84.4			
TOTAL	21	11.1	20	10.5	149	78.4	5.81	4	.21
Sex									
Male	14	11.5	15	12.3	93	76.2			
Female	7	10.3	5	7.4	56	82.4			
TOTAL	21	11.1	20	10.5	149	78.4	1.28	2	.53
Race									
White	13	10.2	12	9.4	102	80.3			
Non-white	8	12.7	8	12.7	47	74.6			
TOTAL	21	11.1	20	10.5	149	78.4	.83	2	.66
Age									
Younger than 35					4	100.0			
35 to 50	14	10.9	12	9.4	102	79.7			
Older than 50	7	12.1	8	13.8	43	74.1			
TOTAL	21	11.1	20	10.5	149	78.4	2.07	4	.72
Total number of years employed as an elementary principal									
Less than 11	9	10.0	6	6.7	75	83.3			
11 to 20	6	9.5	9	14.3	48	76.2			
More than 20	6	16.2	5	13.5	26	70.3			
TOTAL	21	11.1	20	10.5	149	78.4	4.18	4	.38

.05) existed between the responses of the principals, based upon their demographic characteristics.

Media_Quality_Dimension

The degree to which employees perceive major forms of organizational media as functioning effectively, also to the extent that meetings are well organized, written directions are well written, publications are helpful, and the amount of communication in the organization is about right, is the concern of this dimension. The respondents' level of satisfaction with the "Media Quality Dimension," also measured via the Communication_Satisfaction_Questionnaire, was quite positive. It was observed, as presented by Table 17, that over 83 percent of the principals were satisfied with this communication dimension, only 6.3 were indifferent, and only 10.5 percent of the principals were dissatisfied. Analysis employing the chi-square nonparametric test also indicated that no statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their demographic characteristics.

Relation_with_Subordinates_Dimension

The "Relation with Subordinates Dimension" is used to determine the extent to which subordinates are responsive to downward communication and the extent to which subordinates feel responsible for initiating accurate upward communication. The data in Table 18 illustrate the responses of the

Table 17

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
MEDIA QUALITY DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	8	11.8	4	5.9	56	82.4			
Suburban	5	7.8	3	4.7	56	87.5			
Rural	7	12.1	5	8.6	46	79.3			
TOTAL	20	10.5	12	6.3	158	83.2	1.71	4	.79
Number of students assigned to your school									
Fewer than 351	3	7.9	5	13.2	30	78.9			
351 to 600	9	12.0	1	1.3	65	86.7			
More than 600	8	10.4	6	7.8	63	81.8			
TOTAL	20	10.5	12	6.3	158	83.2	6.65	4	.16
Sex									
Male	13	10.7	8	6.6	101	82.8			
Female	7	10.3	4	5.9	57	83.8			
TOTAL	20	10.5	12	6.3	158	83.2	.04	2	.98
Race									
White	16	12.6	7	5.5	104	81.9			
Non-white	4	6.3	5	7.9	54	85.7			
TOTAL	20	10.5	12	6.3	158	83.2	2.03	2	.36
Age									
Younger than 35					4	100.0			
35 to 50	13	10.2	10	7.8	105	82.0			
Older than 50	7	12.1	2	3.4	49	84.5			
TOTAL	20	10.5	12	6.3	158	83.2	2.20	4	.70
Total number of years employed as an elementary principal									
Less than 11	6	6.7	6	6.7	78	86.7			
11 to 20	10	15.9	4	6.3	49	77.8			
More than 20	4	10.8	2	5.4	31	83.8			
TOTAL	20	10.5	12	6.3	158	83.2	3.41	4	.49

Table 18

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
RELATION WITH SUBORDINATES DIMENSION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	13	19.1	5	7.4	50	73.5			
Suburban			6	9.4	50	90.6			
Rural	10	17.2	5	8.6	43	74.1			
TOTAL	23	12.1	16	8.4	151	79.5	13.45	4	.01
Number of students assigned to your school									
Fewer than 351	6	15.8	3	7.9	29	76.3			
351 to 600	11	14.7	7	9.3	57	76.0			
More than 600	6	7.8	6	7.8	65	84.4			
TOTAL	23	12.1	16	8.4	151	79.5	2.54	4	.64
Sex									
Male	14	11.5	10	8.2	98	80.3			
Female	9	13.2	6	8.8	53	77.9			
TOTAL	23	12.1	16	8.4	151	79.5	.16	2	.92
Race									
White	14	11.0	11	8.7	102	80.3			
Non-white	9	14.3	5	7.9	49	77.8			
TOTAL	23	12.1	16	8.4	151	79.5	.43	2	.81
Age									
Younger than 35					4	100.0			
35 to 50	14	10.9	11	8.6	103	80.5			
Older than 50	9	15.5	5	8.6	44	75.9			
TOTAL	23	12.1	16	8.4	151	79.5	1.85	4	.76
Total number of years employed as an elementary principal									
Less than 11	7	7.8	6	6.7	77	85.6			
11 to 20	8	12.7	7	11.1	48	76.2			
More than 20	8	21.6	3	8.1	26	70.3			
TOTAL	23	12.1	16	8.4	151	79.5	5.95	4	.20

elementary school principals, based upon selected demographic characteristics, toward the "Relation with Subordinates Dimension," as measured by the Communication--Satisfaction Questionnaire. The data indicate that the elementary school principals are generally satisfied with this communication dimension. Approximately 80 percent of the respondents were satisfied, 12.1 percent were dissatisfied, and only 8.4 percent were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p < .05$) existed between the responses of the principals, based upon their type of school system. Approximately 91 percent of the suburban principals were satisfied with the "Relation with Subordinates Dimension" while none were dissatisfied; only 73.5 percent and 74.1 percent of the urban and rural principals, respectively, were satisfied while 19.1 percent and 17.2 percent, respectively, were dissatisfied.

Total Communication Satisfaction

In responding the "Total Communication Satisfaction" (Table 19), 81.1 percent of the principals were satisfied with this communication dimension, only 7.9 percent stated that they were dissatisfied, and 11.1 were indifferent. Analysis employing the chi-square nonparametric test also indicated that statistically significant differences ($p <$

Table 19

FREQUENCIES, PERCENTAGES AND CHI SQUARES
FOR ELEMENTARY SCHOOL PRINCIPALS BASED
UPON SELECTED DEMOGRAPHIC CHARACTERISTICS
COMMUNICATION SATISFACTION QUESTIONNAIRE:
TOTAL COMMUNICATION SATISFACTION

Demographic Characteristics	Level of Satisfaction						Chi Square	df	p
	Dissatisfied		Indifferent		Satisfied				
	N	%	N	%	N	%			
Type of school system									
Urban	7	10.3	14	20.6	47	69.1			
Suburban	1	1.6	2	3.1	61	95.3			
Rural	7	12.1	5	8.6	46	79.3			
TOTAL	15	7.9	21	11.1	154	81.1	17.39	4	.00
Number of students assigned to your school									
Fewer than 351	3	7.9	5	13.2	30	78.9			
351 to 600	8	10.7	11	14.7	56	74.7			
More than 600	4	5.2	5	6.5	68	88.3			
TOTAL	15	7.9	21	11.1	154	81.1	4.83	4	.31
Sex									
Male	14	11.5	9	7.4	99	81.1			
Female	1	1.5	12	17.6	55	80.9			
TOTAL	15	7.9	21	11.1	154	81.1	9.70	2	.01
Race									
White	9	7.1	13	10.2	105	82.7			
Non-white	6	9.5	8	12.7	49	77.8			
TOTAL	15	7.9	21	11.1	154	81.1	.67	2	.71
Age									
Younger than 35					4	100.0			
35 to 50	13	10.2	9	7.0	106	82.8			
Older than 50	2	3.4	12	20.7	44	75.9			
TOTAL	15	7.9	21	11.1	154	81.1	10.20	4	.04
Total number of years employed as an elementary principal									
Less than 11	4	4.4	7	7.8	79	87.8			
11 to 20	9	14.3	9	14.3	45	71.4			
More than 20	2	5.4	5	13.5	30	81.1			
TOTAL	15	7.9	21	11.1	154	81.1	7.80	4	.10

.05) existed between the responses of the principals, based upon their type of school system, gender, and age.

Over 95.3 percent of the suburban principals were satisfied with the "Total Communication Satisfaction Questionnaire," while only 69.1 percent and 79.3 percent of the urban and rural principals, respectively, were satisfied. Based upon their gender, 11.5 percent of the males were dissatisfied and only 1.5 percent of the females were dissatisfied. For age, 100.0 percent of the principals younger than 35 were satisfied, 82.8 percent of the principals in the 35 to 50 age category were satisfied and only 75.9 percent of the principals older than 50 were satisfied.

RELATIONSHIP BETWEEN JOB SATISFACTION
AND COMMUNICATION SATISFACTION

Research_Question_3. What is the relationship between job satisfaction and communication satisfaction of elementary school principals.

Communication_and_Job_Satisfaction

The Pearson Product Moment Correlation statistical test was used to determine the correlation between job satisfaction and each of the eight communication dimensions of the Communication_Satisfaction_Questionnaire. In addition, correlation between job satisfaction and the total Communication_Satisfaction_Questionnaire was also computed. As shown in Table 20, computed correlation coefficients ranged from .19 to .41, which indicate very slight relationships exist between the elementary principals stated level of job satisfaction and the eight dimensions and total communication satisfaction instrument. Each correlation coefficient, however, was statistically significant ($p < .05$), which means that observers/interpreters/researchers may be reasonably confident that a true relationship exists between the correlated variables. The most positive relationship (coefficient = .41) was observed between the elementary school principals' responses to the level of job satisfaction and the "Communication Climate Dimension."

Table 20
**PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS BETWEEN
 COMMUNICATION SATISFACTION DIMENSIONS
 AND
 JOB SATISFACTION
 FOR ELEMENTARY SCHOOL PRINCIPALS
 (190 Respondents and Two-tailed Significance)**

Communication Satisfaction Dimensions	Job Satisfaction		Level of Satisfaction		Level of Productivity	
	Coef.	p	Coef.	p	Coef.	p
General Organizational Perspective	.29	.00	.30	.00	.28	.00
Personal Feedback	.34	.00	.30	.00	.26	.00
Organizational Integration	.23	.00	.33	.00	.29	.00
Relation with Supervisor	.20	.01	.27	.00	.14	.05
Communication Climate	.41	.00	.27	.00	.25	.00
Horizontal Climate	.32	.00	.31	.00	.31	.00
Media Quality	.29	.00	.09	.22	.26	.00
Relation with Subordinates	.19	.01	.12	.10	.24	.00
TOTAL COMMUNICATION SATISFACTION	.33	.00	.23	.00	.24	.00

Communication Satisfaction and Level of Job Satisfaction

The Pearson Product Moment Correlation statistical procedure was used to determine the correlation between level of job satisfaction (gone up, stayed the same, or gone down during the last six months) and each of the eight communication dimensions of the Communication Satisfaction Questionnaire. Correlation between level of job satisfaction and the total Communication Satisfaction Questionnaire was also computed. As shown in Table 20, computed correlation coefficients ranged from .09 to .33, which indicate very slight relationships exist between the elementary principals stated level of job satisfaction and the eight dimensions and total communication satisfaction instrument. Seven of the nine correlation coefficients were also statistically significant ($p < .05$), which means that observers/interpreters/researchers may be reasonably confident that a true relationship exists between these correlated variables. Statistically significant relationships were not observed between level of job satisfaction and the "Media Quality Dimension;" and between level of job satisfaction and the "Relation with Subordinates Dimension." The most positive relationship (coefficient = .33) observed was between the principals' responses to the level of satisfaction and the "Organizational Integration Dimension."

Communication Satisfaction and Level of Productivity

The Pearson Product Moment Correlation statistical procedure was used to determine the correlation between the respondents' level of productivity (gone up, stayed the same, or gone down during the last six months) and each of the eight communication dimensions of the Communication Satisfaction Questionnaire. Correlation between level of productivity and the total Communication___Satisfaction Questionnaire was also computed. As shown in Table 20, computed correlation coefficients ranged from .14 to .31, which indicate very slight relationships exist between the elementary principals' stated level of productivity and the eight dimensions and total communication satisfaction instrument. Each of the nine correlation coefficients were also statistically significant ($p < .05$), which means that observers/interpreters/researchers may be reasonably confident that a true relationship exists between these correlated variables. The most positive relationship (coefficient = .31) was observed between the elementary school principals' responses to the level of productivity and the "Horizontal Climate Dimension."

CHAPTER SUMMARY

The purpose of this chapter was to describe and report the analysis of data for each of the three research questions. The research questions were restated and the statistical analyses were presented. Analysis of the data indicated that elementary principals were very satisfied with their jobs and with the communication within their school system, and that a true relationship exists between job satisfaction and communication satisfaction of elementary school principals.

The productivity of principals in urban and rural school systems had gone up more, the productivity of non-white principals had gone up significantly, while the productivity of principals with 11 to 20 years of experience had gone down. Almost 94 percent of the suburban school principals were satisfied with the "General Organizational Perspective Dimension," 75.0 percent of the urban principals were satisfied, and 79.3 of the rural principals were satisfied.

Only 52.9 percent of the urban principals were satisfied with the "Personal Feedback Dimension" while 30.9 percent percent were dissatisfied; 68.8 percent of the suburban principals were satisfied while 17.2 percent were dissatisfied; 69.0 percent of the rural principals were

satisfied while 27.6 percent were dissatisfied. Based on their years of employment, 67.8 of those with less than 11 years of experience were satisfied, 50.8 percent of the principals with 11 to 20 years of experience were satisfied, and 73.0 percent of the principals with more than 20 years of experience were satisfied. Principals with 11 to 20 years of experience, however, indicated that over 41 percent were dissatisfied:

Females were more satisfied with the "Relation with Supervisor Dimension." Approximately 90 percent of the females were satisfied while only 73.8 percent of the males were satisfied. Only 2.9 percent of the females were dissatisfied and 14.8 percent of the males were dissatisfied.

Only 57.9 percent of the principals of schools with student populations fewer than 351 were satisfied with the "Communication Climate Dimension," while 73.3 percent of the principals of schools with student populations between 351 to 600 were satisfied and 76.6 percent of the principals in schools with a student population over 600 students were satisfied.

Approximately 91 percent of the suburban principals were satisfied with the "Relation with Subordinates Dimension" while none were dissatisfied; only 73.5 percent and 74.1 percent of the urban and rural principals, respectively, were satisfied while 19.1 percent and 17.2 percent, respectively, were dissatisfied.

Over 95.3 percent of the suburban principals were satisfied with the "Total Communication Satisfaction Questionnaire," while only 69.1 percent and 79.3 percent of the urban and rural principals, respectively, were satisfied. Based upon their gender, 11.5 percent of the males were dissatisfied and only 1.5 percent of the females were dissatisfied. For age, 100.0 percent of the principals younger than 35 were satisfied, 82.8 percent of the principals in the 35 to 50 age category were satisfied and only 75.9 percent of the principals older than 50 were satisfied.

The Pearson Product Moment Correlation statistical test was used to determine the correlation between job satisfaction and each of the eight communication dimensions of the Communication__Satisfaction__Questionnaire. In addition, correlation between job satisfaction and the total Communication_Satisfaction__Questionnaire was also computed. The computed correlation coefficients ranged from .19 to .41, which indicate very slight positive relationships exist

between the elementary principals stated level of job satisfaction and the eight dimensions and total communication satisfaction instrument. The most positive relationship (coefficient = .41) was observed between the elementary school principals' responses to the level of job satisfaction and the "Communication Climate Dimension."

The Pearson Product Moment Correlation statistical procedure was used to determine the correlation between level of job satisfaction (gone up, stayed the same, or gone down during the last six months) and each of the eight communication dimensions of the Communication Satisfaction Questionnaire and the total instrument. The computed correlation coefficients ranged from .09 to .33, which indicate very slight relationships exist between the elementary principals stated level of job satisfaction and the eight dimensions and total communication satisfaction instrument. The most positive relationship (coefficient = .33) observed was between the principals' responses to the level of satisfaction and the "Organizational Integration Dimension."

The Pearson Product Moment Correlation statistical procedure was also used to determine the correlation between the respondents' level of productivity (gone up, stayed the same, or gone down during the last six months) and each of

the eight communication dimensions of the Communication Satisfaction Questionnaire and total instrument. The computed correlation coefficients ranged from .14 to .31, which indicate very slight positive relationships exist between the elementary principals' stated level of productivity and the eight dimensions and total communication satisfaction instrument. The most positive relationship (coefficient = .31) was observed between the elementary school principals' responses to the level of productivity and the "Horizontal Climate Dimension."

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The findings and conclusions in this chapter are the results of the data analyses. Discussion includes information relevant to the implications of these findings and conclusions. Recommendations are offered for practical applications of the findings and for future research.

SUMMARY

Statement_of_the_Purpose

The purpose of this study was to measure the relationship between communication satisfaction and job satisfaction of elementary school principals.

Research_Questions

1. How satisfied are elementary school principals with their jobs?
2. How satisfied are elementary school principals with the communication within their school system?
3. What is the relationship between job satisfaction and communication satisfaction of elementary school principals?

Significance_of_Study

Effective school studies show that the principal -- as building leader -- is the key person in establishing and maintaining good schools; however, an extensive review of the literature revealed a lack of empirical data relevant to the principal's communication satisfaction. In addition, the research literature almost nonexistent as to the relationship between job satisfaction and communication satisfaction -- this is especially true for school principals. This study is significant because there is a need to determine if there is a significant difference between the flow of communications to and from the elementary school principal, and whether or not the elementary school principal is satisfied with his/her position.

Methodology

The methodology employed was the descriptive survey. The data was gathered from the elementary school principals through the administration of the Communication_Satisfaction Questionnaire, copyrighted in 1974 by Downs and Hazen, revised by Villines, 1987.

1. It was confined to the elementary school principals within the Commonwealth of Virginia.

2. It was further confined to the Tidewater Zone of the Virginia Association of Elementary School Principals.

3. Association approval and support to conduct the study were obtained from the Tidewater zone president.

4. The questionnaire, including appropriate cover letter and letter of support (see appendix), was sent to the 212 elementary school principals in the Tidewater Zone.

5. Of the 212 sent, 190 completed questionnaires were returned and analyzed.

6. The computer services of Elizabeth City State University were utilized to analyze and compare the data gathered by the instrument.

Population

The population participating in the study was determined by selecting all elementary school principals listed in the Tidewater Zone of the Virginia Educational Directory (1987), compiled by the Virginia Department of Education. The Zone consists of all schools within the counties of Accomac, Isle of Wight, James City, Northampton, Southampton, Surry and York; the cities of Chesapeake, Franklin, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, and Virginia Beach; and the town of Cape Charles. A total of 212 elementary school principals were surveyed. Of this total, 190 completed questionnaires (90 percent) were returned and analyzed via frequency, percentage, chi square, and Pearson Product Moment Correlation statistical procedures.

Survey Instrument

The Communication__Satisfaction__Questionnaire was developed and copywrited in 1974 by Downs and Hazen to measure the perceptions of managers in the private sector. The version utilized in this study to measure the perceptions of elementary school principals was revised by Villines in 1987 with the permission of Hazen. The Communication Satisfaction Questionnaire was used to measure eight dimensions and total communication satisfaction and job satisfaction of the elementary school principals. The reliability coefficient of the questionnaire was observed to be .94, with reliability coefficients for the eight dimensions ranging from .75 to .86.

Statistical Treatment

Frequency distribution and percentage statistical procedures were employed to determine specific demographic characteristics of the group of elementary school principal respondents. The chi-square nonparametric test was employed to determine the level of satisfaction and the level of significant difference as presented by the eight dimensions and total Communication__Satisfaction__Questionnaire. The Pearson Product Moment Correlation procedure was used to determine the correlation between job satisfaction and communication satisfaction as measured by the eight dimensions and total Communication_Satisfaction_Questionnaire.

SUMMARY OF FINDINGS

Analysis of the data indicated that elementary principals were very satisfied with their jobs and with the communication within their school system, and that a true relationship exists between job satisfaction and communication satisfaction of elementary school principals.

The self-reported productivity level of principals in urban and rural school systems had increased; the self-reported productivity level of non-white principals had increased significantly. The self-reported productivity level of principals with 11 to 20 years of experience had decreased. Suburban school principals were more satisfied than urban and rural principals with their school system's policies and goals, their governments' actions affecting their school system, general changes in school organization, their school system's financial standing, and the accomplishments and/or failures of the school system.

The principals were not generally satisfied with the information they received, how they are judged or how their performance is being appraised. In fact, over 41 percent of the principals with 11 to 20 years of experience were dissatisfied with the information they received within their school division.

Females were more satisfied than their male counterparts with the quality of upward and downward information

communication with their supervisors. Approximately 90 percent of the females were satisfied while only 73.8 percent of the males were satisfied. Only 2.9 percent of the females were dissatisfied and 14.8 percent of the males were dissatisfied.

Suburban principals were very satisfied with the extent to which subordinates are responsive to downward communication and the extent to which subordinates feel responsible for initiating accurate upward communication. Rural and urban principals were generally satisfied. However, more than 17 percent of this rural and urban principals were dissatisfied with their subordinates' communication responsiveness.

Overall suburban principals were very satisfied with the with communication in their school system while urban and rural principals were generally satisfied; based upon their gender, males and females were generally satisfied; and based upon their age, principals younger than 35 were most satisfied and principals older than 35 were generally satisfied.

The Pearson Product Moment Correlation statistical test was used to determine the correlation between job satisfaction, level of job satisfaction (gone up, stayed the same, or gone down during the last six months) level of productivity (gone up, stayed the same, or gone down during the last

six months) and each of the eight communication dimensions of the Communication Satisfaction Questionnaire and total instrument. The computed correlation coefficients, which ranged from .09 to .41, indicated that a low positive relationship exists between the elementary principals stated job satisfaction, level of job satisfaction, level of productivity and the eight dimensions and total communication satisfaction instrument. The most positive relationships for each category were observed between the elementary school principals' responses to their job satisfaction and the "Communication Climate Dimension (coefficient = .41)," level of satisfaction and the "Organizational Integration Dimension (coefficient = .33)," level of productivity and the "Horizontal Climate Dimension (coefficient = .31)."

Thus, employee job satisfaction rises when organizational and personal communication motivates and stimulates the principals to meet goals and when principals have the ability as communicators to resolve conflicts through proper communication channels. The principals' level of satisfaction also goes up when they receive information on a regular basis about the school system's policies, plans and requirements of their position and employment status. Finally, elementary school principals' level of productivity goes up when they regularly communicate with their peers about the school system's status.

COMMENTARY

As university instructor for educational administration and as administrator of educational programs, the researcher was most interested in the communication and job satisfaction factors which motivate educational administrators -- especially, the communication principals have with their superiors, peers and subordinates; their level of job satisfaction; and the relationship between their communication and job satisfaction. Thus, this study to measure the relationship between communication satisfaction and job satisfaction of elementary school principals was a natural outgrowth of the researchers daily study. The researcher was particularly interested in determining how satisfied are elementary school principals with their jobs and with the communication within their school system; and the relationship between job satisfaction and communication satisfaction of elementary school principals?

Elementary school principals were encouraged to participate in the study by completing the survey. Principals and others were also encouraged to express their opinions about the instrument, to use the instrument in their research, and to write to the researcher to receive a copy of the instrument via the following address:

603 McPherson Street

Elizabeth City, NC 27909

The response to the study by elementary principals was overwhelming. Many wrote notes or letters which expressed their interest in the study and in receiving a copy of the findings. Still others indicated that they had made a copy of the questionnaire for their files, or placed the original instrument in their files and completed the copy, or had administered a copy of the instrument within their organizational structure to their teachers and staff. Late respondents even wrote messages that explained why they were late in responding.

Overall, the results of the study were encouraging because elementary school principals were generally satisfied with their jobs and with the communication within their school system. The results also indicated that a positive relationship exists between job satisfaction and communication satisfaction of elementary school principals. Findings that most school administrators would perceive to be true and encouraging.

CONCLUSIONS

The conclusions presented in this chapter are the results of data collected from the elementary school principals toward the Communication_Satisfaction_Questionnaire.

1. Elementary principals were generally satisfied with their jobs. Suburban principals, male principals, principals younger than 35, and principals with over twenty years of experience were the most satisfied with their jobs. This high rate of job satisfaction may be attributed to the high degree of decentralized authority as related to the researcher in conversation with several principals. Salaries and fringe benefits of most principals in the Zone are above the national average and this may explain a degree of job satisfaction.

2. Elementary principals were very satisfied with the communication within their school system. Overall, suburban principals were very satisfied with the communication in their school system while urban and rural principals were generally satisfied. Based upon their gender, males and females were generally satisfied; and based upon their age, principals younger than 35 were most satisfied and principals older than 35 were generally satisfied. Principals in the Tidewater Zone received information about their school system, school, and employment status on a frequent basis. Instead of a lack of communication, most principals noted that there may be too much information being disseminated or at least an over abundance of bureaucratic paperwork. In fact most school system have mounted a concerted effort to reduce the bureaucratic paperwork of the principal

so that more time can be devoted to instructional leadership.

3. A low positive relationship exists between the elementary principals' job satisfaction and communication satisfaction; however, observers/interpreters/researchers may be reasonably confident that a true relationship exists between job satisfaction and communication satisfaction of elementary school principals.

RECOMMENDATIONS

1. The relationship between job satisfaction and communication satisfaction may not be a significant positive relationship for all educational jobs. Further research is needed to help develop a clearer understanding of the relationship between job satisfaction and communication for different educational divisions, agencies, and for industry.

2. This study should be expanded to measure the relationship between job satisfaction, communication satisfaction and elementary school principal leadership styles. Significantly different findings may be discovered if such leadership styles are taken under study.

3. This study should be replicated nationally and regionally to determine if elementary school principals would respond similarly in terms of communication and job satisfaction. The positive relationships observed in the

present research may only be a factor limited to elementary school principals of the Virginia Tidewater School Zone.

4. This study should be expanded to determine if measures of job and communication satisfaction in one setting transfer to other settings not necessarily related to the first, but within the same general organization -- such as a school system. For instance, are secondary school principals, central office administrators, supervisors, school specialists as satisfied as elementary school principals, etc.

5. This study could be replicated with private school administrators, teachers, college administrators and professors, educational consultants and others.

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APPENDIX A
COMMUNICATION_SATISFACTION_QUESTIONNAIRE

COMMUNICATIONS SATISFACTION QUESTIONNAIRE
 Copyright by Cal W. Downs and Mike Hazen, 1974
 Revised with permission of authors
 by Valerie F. Villines, 1987

Introduction. Most of us assume that the quality and amount of communication in our jobs contribute to both our job satisfaction and our productivity. Through this study we hope to find out how satisfactory our communication practices are and what suggestions you have for improving them. This is not a test -- your opinion is the only right answer. Do not sign your name. Your answers are completely confidential so please be as candid as you wish. The answers will be combined into groups for reporting purposes.

We appreciate your taking the time (approximately 10 - 15 minutes) to complete this questionnaire.

1. How satisfied are you with your job?

- 1. Very dissatisfied
- 2. Dissatisfied
- 3. Somewhat dissatisfied
- 4. Indifferent
- 5. Somewhat satisfied
- 6. Satisfied
- 7. Very satisfied

2. In the past six months, what has happened to your level of satisfaction?

- 1. Gone down
- 2. Stayed the same
- 3. Gone up

3. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how.

Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the amount and/or quality of each kind of information, by circling the appropriate number in the right column.

- 1 = Very Dissatisfied
- 2 = Dissatisfied
- 3 = Slightly Dissatisfied
- 4 = Indifferent
- 5 = Slightly Satisfied
- 6 = Satisfied
- 7 = Very Satisfied

- | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| 4. | Information about my progress in my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Personnel news. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Information about school system's policies and goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Information about how my job compares with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Information about how I am being judged. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | Recognition of my efforts. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Information about departmental policies and goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | Information about the requirements of my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Information about government action affecting my school system. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Information about changes in your organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Reports on how problems in my job are being handled. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. | Information about employee benefits and pay. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. | Information about school system's financial standing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. | Information about accomplishments and/or failures of school system. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | Extent to which superiors know and understand the problems faced by subordinates. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | Extent to which the school system's communication motivates and stimulates an enthusiasm for meeting its goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | Extent to which my superior listens and pays attention to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | Extent to which the people in my organization have great ability as communicators. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | Extent to which my supervisor offers guidance for solving job related problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | Extent to which the school system's communication makes me identify with it or feel a vital part of it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | Extent to which the school system's publications are interesting and helpful. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | Extent to which my supervisor trusts me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. | Extent to which I receive on time the information needed to do my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

27. Extent to which conflicts are handled appropriately through proper communication channels. 1 2 3 4 5 6 7
28. Extent to which the grapevine is active in our organization. 1 2 3 4 5 6 7
29. Extent to which my supervisor is open to ideas. 1 2 3 4 5 6 7
30. Extent to which horizontal communication with other employees is accurate and free-flowing. 1 2 3 4 5 6 7
31. Extent to which communication practices are adaptable to emergencies. 1 2 3 4 5 6 7
32. Extent to which my work group is compatible. 1 2 3 4 5 6 7
33. Extent to which our meetings are well organized. 1 2 3 4 5 6 7
34. Extent to which the amount of supervision given me is about right. 1 2 3 4 5 6 7
35. Extent to which written directives and reports are clear and concise. 1 2 3 4 5 6 7
36. Extent to which the attitudes toward communication in the school system are basically healthy. 1 2 3 4 5 6 7
37. Extent to which informal communication is active and accurate. 1 2 3 4 5 6 7
38. Extent to which the amount of communication in the school system is about right. 1 2 3 4 5 6 7
39. How would you rate your productivity in your job? 1 2 3 4 5 6 7
40. In the last six months, what has happened to your productivity.
- 1. Gone down
- 2. Stayed the same
- 3. Gone up
41. If the communication associated with your job could be changed in any way to make you more productive, please tell how.
-
-
42. Extent to which my subordinates are responsive to downward directive communication. 1 2 3 4 5 6 7
43. Extent to which my subordinates anticipate my needs for information. 1 2 3 4 5 6 7
44. Extent to which I do not have a communication overload. 1 2 3 4 5 6 7
45. Extent to which my subordinates are receptive to evaluation, suggestions, and criticisms. 1 2 3 4 5 6 7
46. Extent to which my subordinates feel responsible for initiating accurate upward communication. 1 2 3 4 5 6 7

ELEMENTARY SCHOOL PRINCIPAL DEMOGRAPHIC DATA SHEET

Directions: Place a check () in the blank by the one response under each item which best describes you in your employment at this time.

1. Type of school system
 - 1. Urban
 - 2. Suburban
 - 3. Rural

2. Number of students assigned to your school
 - 1. Fewer than 351
 - 2. 351 to 600
 - 3. More than 600

3. Sex
 - 1. Male
 - 2. Female

4. Race
 - 1. White
 - 2. Non-white

5. Age
 - 1. Younger than 35
 - 2. 35 to 50
 - 3. Older than 50

6. Total number of years employed as an elementary school principal
 - 1. Less than 11
 - 2. 11 to 20
 - 3. More than 20

APPENDIX B

LETTER TO DR. MICHAEL D. HAZEN

December 22, 1987

Dr. Michael D. Hazen
Box 7347 Reynolds Station
WAKE FOREST UNIVERSITY
Winston-Salem, North Carolina 27109

Dear Dr. Hazen:

It was a pleasure talking with you via the telephone on Friday, December 19, 1986, concerning the Communication Satisfaction Questionnaire, which was developed by you and Dr. Downs in 1973. I want to thank you for granting me verbal permission to use the questionnaire in my research.

Due to the popularity of the instrument, it has been revised over the years to suit many studies; therefore, as we discussed in our telephone conversation, I am also requesting a copy of the original questionnaire and permission to revise the instrument to meet the specific needs of my research study: The Relationship Between Communication Satisfaction and Job Satisfaction of Elementary School Principals.

Thank you again for cooperation in this endeavor.

Sincerely,

Valerie F. Villines
Doctoral Student
Virginia Polytechnic Institute and State University

APPENDIX C

LETTER FROM DR. MICHAEL D. HAZEN

WAKE FOREST
UNIVERSITY



Department of Speech Communication
and Theatre Arts

February 20, 1987

Ms. Valerie F. Villines

Dear Ms. Villines:

I am sorry to take so long getting you a copy of the Communication Satisfaction instrument. You certainly have my permission to use it and I wish you the best of luck with your study.

Sincerely Yours,

Michael David Hazen
Associate Professor

APPENDIX D

LETTER FROM MRS. DELORES WILSON

VIRGINIA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS



March 23, 1987

Elementary Principals
Tidewater Zone--VAESP

Dear Fellow Elementary Principals:

As you have already been notified the Tidewater Zone will be holding its annual conference at Old Dominion University on May 18, 1987. We are constantly looking for timely and valuable topics to bring to our conference. We have given some serious thought to targeting the topic of "Communications" for our 1988 conference. The study being conducted by Ms. Valerie Villines, a doctoral student at Virginia Tech, could be a focal point for that conference.

I do hope that you will find the time to cooperate in this project. Since I will be given a copy of the results, I hope to distribute that information to principals in the zone.

Thank you for your usual cooperation in this endeavor.

Sincerely,

Mrs. Delores L. Wilson, Director
Tidewater Zone--VAESP

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APPENDIX E
FIRST LETTER TO PRINCIPALS

March 23, 1987

Elementary School Principals
TIDEWATER ZONE - VAESP

Dear Colleagues:

I am a doctoral student in the College of Education at Virginia Polytechnic Institute and State University, and I am currently conducting research to determine the relationship between job satisfaction and communication satisfaction of elementary school principals. Elementary school principals in your VAESP Zone have been selected to participate in this research study. Mrs. Delores Wilson, Virginia Association of Elementary School Principals' Zone Director in Tidewater, has approved this study. Please see her letter, enclosed.

This letter is to solicit your participation in this study by your completion of the enclosed Communication Satisfaction Questionnaire. Total time to complete the questionnaire is less than fifteen minutes. Your responses will remain anonymous because names of respondents are to be omitted, there is no coding mechanism, and because results of this study will be aggregated and reported for the entire group of elementary school principals.

Please participate by completing the questionnaire and returning it in the self-addressed, stamped envelope, as soon as possible, but prior to April 9, 1987. Should you have questions, please call me at (919) 335-3318. The results of this study will be shared with Mrs. Wilson, and she plans to share them with principals in her zone.

Thank you for your cooperation.

Sincerely,

Valerie F. Villines

APPENDIX F
SECOND LETTER TO PRINCIPALS

April 9, 1987

Elementary School Principals
TIDEWATER ZONE - VAESP

Dear Colleagues:

Can you find it in your heart to help a struggling graduate student?

On March 28, 1987, I mailed you a copy of the Communication__Satisfaction__Questionnaire, which I need completed and returned by you as soon as possible, so that I may complete my doctoral studies. Although I have received 60 percent of the completed instruments, I would like to have 100 percent completed and returned.

If you have not completed and returned your copy of the questionnaire, please complete the enclosed questionnaire and return it in the enclosed self-addressed, pre-paid envelope. I will be forever grateful for your participation.

Please be mindful that this is a totally private study; your responses will remain anonymous because names of respondents are omitted, there is no coding mechanism, and results of this study will be aggregated and reported for the entire group of elementary school principals.

Please complete and mail the questionnaire back to me as soon as possible. I desperately need it by April 16, 1987.

Thank you so very much for your time and cooperation.

Sincerely,

Valerie F. Villines

APPENDIX G

VITA

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