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AN ANALYSIS OF THE COMMUNICATIONS PATTERNS OF
SELECTED ELEMENTARY PRINCIPALS IN MICHIGAN

by

Roland Gerald Frank

A THESIS

submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of School Administration

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1969

An Analysis of the Communications Patterns of
Selected Elementary Principals in Michigan

By Roland G. Frank

The purpose of this study was concerned with the identification and description of formal communications that are originated by the elementary school principal or received by him from other positions in the school. That the study of the relationship between communication and administration is important has been alluded to by many authorities; i.e., Ralph Kimbrough's statement:

The relationship between the communication system and leadership is emphasized as a result of communication research. The teacher or principal, for example, who is perceived as a leader on the faculty tends to be at focal points in the communication system. Thus, the principal who is outside the communication structure will suffer loss of leadership in the system.¹

The data for this study were collected during the period February 1, 1968 to March 31, 1968. The two basic instruments used to collect data were (1) Daily Inventory of Communications and (2) Personal Interview Guide.

The data collected and analyzed for this study would indicate the following:

1. Elementary principals spent more time communicating with individuals in subordinate positions than with people in coordinate and superordinate positions within the school system.
2. The second largest percentage of time spent in communicatory activities by the elementary principals was with parents and others outside the school system; i.e., not under contract with the school.

¹. Kimbrough, Ralph B., Administering Elementary Schools, New York: The Macmillan Company, 1968, p. 98.

3. The participants indicated that they felt they received communications from other positions in the school in sufficient quantity and quality which would enable them to carry out their job responsibilities.
4. The most frequently used media in communication activities were clearly face-to-face and phone calls.

The elementary principals who participated in this study indicated that the analysis of their job in terms of communications activities was important. One individual stated, "Now I know where I waste my time."

It was evident, in terms of the data collected for this study, that the participants spent very little time in appraising or evaluating their programs or staffs while a great deal of time was spent in issuing orders or instructions.

Throughout the study there was an implication that we can analyze the behavior of administrators via the communication approach. If this is in fact true, then this study is but one link in an attempt to help these administrators.

ACKNOWLEDGEMENTS

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Finally, to my wife, JoAnn, whose love and belief in her husband provided inspiration through the many rough and rocky moments.

R.G.F.

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CHAPTER I

THE PROBLEM

Social organizations, whether they are social groups, corporations, or simple arrangements of houses comprising a neighborhood, have a thread that is common to all--communication. The form or pattern that may exist in these several groups would, of course, vary in terms of complexity, completeness, and purpose. When undertaking an analysis of communication patterns that may exist in social organizations, it would be well to describe some characteristics of human group interaction.

There is some comparability between Homans' description of human group interaction and their communication activity--"activity", what people do, including work related to achieving organizational goals; "interaction", with what frequency duration, or length of time spent interacting; "order", the chain of interactions; "sentiment", what is communicated.¹

Of particular interest is the nature of communication in formal organizations today. What are some aspects of communication as they exist? Many writers maintain that there can be no organization without communication. Thus,

1. Homans, George C., The Human Group, New York: Harcourt-Brace, 1950, pp. 34-37.

Barnard declared that "the first executive function is to develop and maintain a system of communication."² Redfield maintained that "hardly a day passes in modern organizations, large and small alike, without someone identifying and tackling one or another communications problem."³ Simon postulated that "without communication there could be no organization."⁴

Purpose of the Study

It is the purpose of this study to identify and describe formal communications that are originated by the elementary school principal or received by him from other positions in selected public schools. This analysis is intended to conceptualize the position in terms of communication events. As a structure of the school organization, an effort to perceive the positional relationship of the individual within the school hierarchy will be undertaken. In the process of further defining and limiting the problem, several subordinate questions arise that may be solved as a result of this research. These subordinate questions are as follows:

1. What is the organizational status of those individuals who communicate with or are contacted by the elementary school principal?

2. Barnard, Chester, The Function of the Executive, Cambridge: Harvard University Press, 1958, p. 226.

3. Redfield, Charles, Communication in Management, Chicago: The University of Chicago Press, 1953, p. ix.

4. Simon, Herbert A., Administrative Behavior: A Study of Decision Making Processes in Administrative Organizations, New York: The Macmillan Company, 1959, p. 154.

2. What proportion of the elementary school principal's day is spent in communications and what media are most frequently used?

3. Does the largest quantity of communication flow superordinate to subordinate, or from subordinate to superordinate?

4. Which administrative process is most frequently used in communication activity by the respondents?

5. Does the importance of communication received, as judged by the incumbent, vary in relation to the apparent status of the communicatee?

6. How are communications received by the elementary principal initially disposed of?

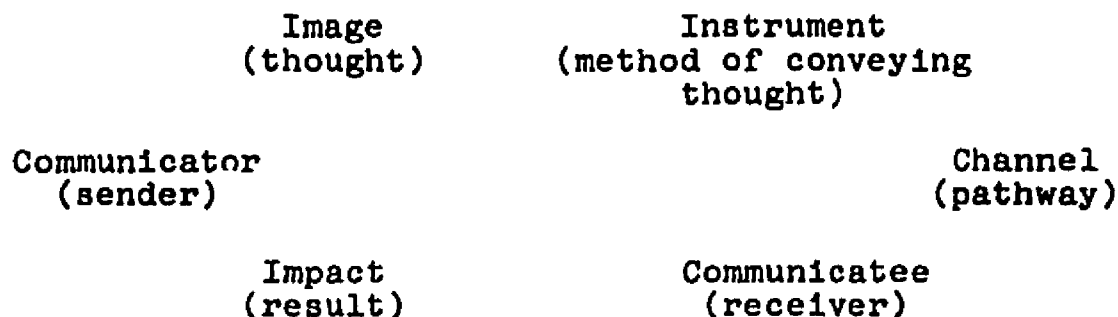
7. What is the elementary principal's perception of the quantity and quality of communications from certain individuals involving specific areas?

8. Are communication contacts initiated by the principal prompted by the position or special knowledge, personality, or experience of the person being contacted?

9. Does the line-staff concept of organization influence the communication patterns of the principal?

Definition of Terms

The process of communication activity may be diagrammatically described as indicated below:



Duplication of terminology in this simple diagram is not for the sake of redundancy, but rather to emphasize the problem of semantics involved in the study of communication. To facilitate orderly discussion of this topic, the following definitions are submitted:

1. Communication is a process in which a communicator attempts to convey (transmit or transfer) an image to a communicatee. (In short, communication is something that goes on between communicator and communicatee.)
2. A communicatee is one who has experienced some degree of awareness that another is attempting to convey an image.
3. An image is a representation of the communicator's purpose or intent. It may be an idea, a signal, a message, a picture, a diagram, a bit of information, an attitude, a feeling, or an emotion.⁵

5. Knezevich, S. J., "Analysis of Patterns of Communication in School Administration as a Means of Comprehending Organizational Structure", Unpublished Pamphlet (Prepared for UCEA Task Force on Communication at Columbus, Ohio), 1961, p. 4.

When determining positional relationships in organization structure through an analysis of communication it is necessary to have concise descriptions of the positions. Therefore, the following definitions are offered:

1. Superordinate -- superior in rank of position to that of another within the school organization.
2. Coordinate -- relatively equal in rank or position to that of another within the school organization.
3. Subordinate -- inferior in rank or position to that of another within the school organization.
4. Positional relationship -- the locus of one focal point (position) in its relation to another position(s) in the school hierarchy.
5. Special services -- includes all personnel such as consultants, psychologists, nurses, counselors, and coordinators within the organization.
6. Others -- includes all others who contacted the principal from outside the school organization.⁶

To facilitate continuity in the use of the daily inventory of communications -- "administrative process", each respondent will be asked to follow the list of definitions included below:

1. Planning -- that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.

6. Ibid, p. 5.

2. Organizing -- that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objective.

3. Staffing -- that is the whole personnel function of bringing and training the staff and maintaining favorable conditions of work.

4. Directing -- that is the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.

5. Coordinating -- that is all the important duties of inter-relating the various parts of the work.

6. Appraisal or Evaluation -- that is the continuous examination of the effects produced by the ways in which the other functions listed here are performed.⁷

As previously stated, there is reason to believe that the positional relationship of the elementary school principal can be portrayed in terms of communication events and the resultant interaction among pairs of individuals.

As a basis for this research, the salient objective is determining the relationship of the elementary school principal to the organizational structure in terms of communication events. Consequently, no effort will be made

⁷. Campbell, Roald, et. al., Introduction to Educational Administration, Boston: Allyn and Bacon, Inc., 1962, p. 134-136.

to evaluate the effectiveness of existing networks by pre-ordained criteria.

Limitations of the Study

This study was limited to four elementary school principals in three selected school systems. A further limitation in this study arises from the fact that the principals were selected on the basis of their willingness to participate in the study.

This study was also limited to the normal work day of the elementary principal which was defined by the investigator as being 8:00 A.M. to 5:00 P.M. The data collected was also limited to only formal communications which the principal deemed to be directly related to his official duties. A further limitation with regard to the work day of the elementary principal was the short-run nature of the research. The data collected during any ten-day period from February 1, 1968 and March 31, 1968.

The adequacy of the research instruments also present limitations to this study, i.e., the extent to which each instrument collects, classifies and combines data. However, the adequacy of the instruments was influenced by the reliability and sincerity of the participants.

Another limitation of this study centers in the area of asking the respondents to make value judgements. Each respondent was asked to choose any ten days which, in his estimate, were typical working days. Further, each

respondent decided which communications were formal and directly connected with his official duties.

Overview

That this study may serve a definite purpose is magnified by the changing role of the public school superintendent or principal. For the sake of a brief comparison, administration of schools fifty years ago was not necessarily a complex operation; there was little mobility of population, thousands of one-room school houses were in operation, staffing and problems of curriculum were not insurmountable. Today these conditions have altered; not only has the total operation of public schools expanded but a greater degree of sophistication is necessary to administer the schools. In a sense, social issues cannot be permanently resolved. Consequently, a study of communications flowing from and entering the office of elementary principals may be of value in increasing our understanding of organization.

In chapter two there will be a brief examination of the current literature as it relates to communication, school administration in general and elementary school administration.

The design and method of conducting the study will be presented in chapter three. This chapter will include a description of the source of data to be used, the design of the instruments to be used in collecting the data and the characteristics of the population to be sampled in the study.

Chapter IV will contain the findings of the study. Included in this chapter will be a detailed analysis of the data collected presented in both table and descriptive form.

The final chapter will contain a summary of the study as well as conclusions which can be drawn from the data relating to the several subordinate questions. Chapter V will also contain the implications of the study and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Two generalizations emerged during the review of related literature. First, there has been a significant amount of research and published reports in the area of communications and theory of communication. Secondly, there has been little research conducted in the areas encompassed in this study.

Since this research deals with two primary concerns, i.e., administration and communications, it is appropriate that the related literature should also cover these areas. Chapter II will, therefore, present a brief review of the literature with regard to each area.

Administration

In Chapter I it was pointed out that this research would deal primarily with the relationships between communication and administrative processes in elementary school principals.

That growth and change has occurred in education in America was alluded to in the closing paragraphs of Chapter I. The importance of the position of the principal was described by Goldman when he stated:

The term school principal, as it is used today, describes the product of an evolutionary period lasting well over a century. Born in response to the many clerical tasks that became necessary as the educational enterprise expanded, the principalship has developed into an important position of leadership in American education. Indeed, it may well be said that no other position in education save that of the superintendent needs to be more responsive to the ever-growing, constantly-changing demands of a citizenry in need of education.¹

It is clear that positions of leadership were not always correlated with individuals who held administrative positions. Misner, et. al. indicated:

Elementary school administration is coming of age. Since the second decade of the twentieth century, elementary administration has been coming into its own from the standpoints of effectiveness, prestige, and remuneration. No longer in modern elementary schools is the principal simply the "head teacher" who is granted a little released time from his teaching duties to handle some of the administrative details involved in the successful operation of an attendance unit. He has become an educational statesman in his community, charged with responsibility for the improvement of instruction for the boys and girls in his school.²

Graff states the awareness of the importance of administrators in somewhat different terms: "Administration became a necessity only when men learned the advantages of sharing their wealth of specialized competence."³ Stoops

1. Goldman, Samuel, The School Principal, New York: The Center for Applied Research in Education, Inc., 1966, p. 1.

2. Misner, Paul J., Schneider, Frederick W., and Keith, Lowell G., Elementary School Administration, Columbus: Charles E. Merrill Books, Inc., 1963, p. 12.

3. Graff, Orin B., Street, Calvin N., Kimbrough, Ralph B., and Dykes, Archie R., Philosophic Theory and Practice in Educational Administration, Belmont: Wadsworth Publishing Co., Inc., 1966, p. 1.

and Johnson have described five stages of the elementary school principalship indicating the advancing awareness of the "specialized competencies." These stages are:⁴

| <u>Stage</u> | <u>Chief Duty</u> |
|--------------------------------------|----------------------------|
| 1. One teacher | teaching |
| 2. Head teacher | teaching (plus discipline) |
| 3. Teaching principal (part time) | teaching (plus reports) |
| 4. Building principal (full time) | office management |
| 5. Supervising principal (full time) | supervision of instruction |

Stoops and Johnson, however, continue their chart to a sixth stage when they relate: "Some schools are already experiencing a need for a sixth stage, one that is a combination of stages four and five."⁵ Graff would also agree with the idea of a sixth stage. He states, "educational administration must become an instrument for the continuous re-development of educational purposes as well as for management in the realization of these purposes in this milieu of dynamic change."⁶

The task of the administrator clearly is a changing one. Hanlon states the task of the administrator in

⁴. Stoops, Emery and Johnson, Russell E. Elementary School Administration, New York: McGraw-Hill Book Company, 1967, p. 4.

⁵. Ibid, p. 4.

⁶. Graff, op. cit., p. 3.

education today in the following manner:

The administrator is faced with the task of bringing forth from the subordinates who constitute the group under his orders that energy and enthusiasm which spur them on to greater effort and better work. The climate created by the administrator must stimulate the release of that energy. Furthermore, the released energy must not be dissipated on useless tasks. It must be concentrated on the goals of organizational self-actualization. The climate must, therefore, facilitate the channeling of the released energy into proper directions.⁷

However, it must be recognized that the principal does not operate in a vacuum. "It may be said that a principal's potential for leadership is greatly enhanced when the superintendent provides dynamic leadership, the board of education and the community are highly supportive, the facilities are modern, and the teachers well trained."⁸

Neither can principals exist separately from other principals. Communication with and support from other principals enhances the opportunities for success. This is especially true with principals of different levels, i.e. elementary, junior high, and senior high. As Goldman has stated:

This insularity (separation of principals at different levels) has led to several rather narrow and constricting milieus within which school principals tend to move. The principals at each level hold common professional cause with their fellow principals in the same level,

7. Hanlon, James M. Administration and Education, Belmont: Wadsworth Publishing Company, 1968, p. 59.

8. Goldman, op. cit., p. 2.

at the cost, often, of communication with principals at other levels. The emphasis on differences among the various principalship levels that may be more apparent than real makes it difficult to focus on the principalship as a singular entity.⁹

In recent years there has been some discussion relating to the development of a model of administration. Inherent in these discussions have been serious questions relating to the terms leadership and administration. That these questions have not been solved is illustrated by Lane:

In the last fifty years or so, a great deal of scholarly and professional interest has been devoted to the science of administration. But unless one is willing to accept some particular administrative view, the term science is still premature; there is still a considerable body of expert opinion which maintains that much of the activity which characterizes administration is as much art as it is science.¹⁰

Lane further states:

The rational model maintains that administration in an organization is composed of a number of rational functions--for example, planning, organizing, coordinating, evaluating, delegating, controlling, and so on. These functions are usually considered synonymous with leadership, and posed upon the organization in such a way that organizational goals are more effectively pursued.¹¹

Lipham, writing in the sixty-third yearbook of the National Society for the Study of Education attempted to

9. Ibid, p. 9.

10. Lane, Willard R., Corwin, Ronald G., and Monahan, William G. Foundations of Educational Administration: A Behavioral Analysis, New York: The Macmillan Co., 1967, p. 3.

11. Ibid, p. 6.

differentiate between administration and leadership.

"We may define leadership as the initiation of a new structure of procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives."¹² Kimbrough notes that: "the person who was at the center of communication was always rated as a leader."¹³ Hanlon defines leadership in the following manner:

The leader of any group will be that person who fits very closely the ideal pattern of that group, has a high level of aspiration toward the goals (ideals) which the group is seeking at the moment, and has demonstrated either actual success or high potential for success in attaining those goals (ideals).¹⁴

Lipham characterizes the administrator as the:

"individual who utilizes existing structures or procedures to achieve an organizational goal or objective."¹⁵ Hanlon sees the administrator as being "faced with the task of bringing forth from the subordinates who constitute the group under his orders that energy and enthusiasm which spur them on to greater effort and better work."¹⁶

12. Griffiths, Daniel E. (Editor) Behavioral Science and Administration, Chicago: The University of Chicago Press, 1964, Part II, Sixty-third Yearbook, NSSE, p. 122.

13. Kimbrough, Ralph B. Administering Elementary Schools, New York: The Macmillan Company, 1968, p. 98.

14. Hanlon, op. cit., p. 88.

15. Griffiths, op. cit., p. 122.

16. Hanlon, op. cit., p. 59.

Thus, the terms administration and leadership are still with us and in many cases are used interchangeably. One term is designated as an important component with respect to both leadership and administration--communication.

The relationship between the communication system and leadership is emphasized as a result of communication research. The teacher or principal, for example, who is perceived as a leader on the faculty tends to be at focal points in the communication system. Thus, the principal who is outside the communication structure will suffer loss of leadership in the system.¹⁷

That communication is an important factor in effecting leadership has been stated by others in the fields of both public school administration and communication research. The final portion of this chapter will be directly concerned with the literature related to communication.

Communication

As a system it (the organization) is held together by some common purpose, by the willingness of certain people to contribute to the operation of the organization and by the ability of these people to communicate with each other.¹⁸

The American Association of School Administrators has stated that "studies of the administrator's job show repeatedly that 90 per cent or more of his time is spent in talking, listening, writing, or reading--all involving people

17. Kimbrough, op. cit., p. 98.

18. National Society for the Study of Education, Behavioral Science, and Educational Administration, Chicago: The University of Chicago Press, 1964, Part II, p. 58.

in some way.¹⁹ Hanlon carries the process of communication even further--"So all behavior communicates and everyone is communicating through the clothes that he wears, the things that he does, and the places he frequents, regardless of his awareness."²⁰ The point to be made is that communication is an inherent part of the role of the administrator. A more difficult point to understand centers around the question of, what is the process of communication?

As suggested in Chapter I communication is a process in which a communicator attempts to convey an image to a communicatee. That the process of communication is an important dimension is attested to by Loomis when he states:

Unquestionably the incredible network of social systems ranging from the two-person collectivity to the political state numbering in the millions is dependent upon the persistence of communication; without it the life-line of interaction would be lost and the systems would quickly collapse.²¹

Etzioni states the importance of the study of communication in the following manner:

19. A.A.S.A., Educational Administration in a Changing Community, Washington: The Association, 1959, p. 159.

20. Hanlon, op. cit., p. 68.

21. Loomis, Charles P. Social Systems, Princeton: D. Van Nostrand Company, Inc., 1960, p. 31.

The study of communication in organizations is of special importance because the large size, high degree of complexity, strain toward effectiveness, and elaborate control structure of organizations all require extensive communication networks and roles and mechanisms especially devoted to the flow of communication.²²

One might begin a discussion of the process of communication with Lasswell's popular paradigm which is a question of, "Who says What in Which Channel to Whom with What Effect."²³ Redfield continues this definition with the introduction of positional communication.

Since communication is the vehicle for carrying on relationships between positions, we find, in any formal organization a phenomenon which can be designated as positional communication.²⁴

With the introduction of positional communication Redfield is also able to identify the flow of communication downward and upward. "The downward flow is dominated by orders, of which the greatest number deal with policy and procedure."²⁵ "Flowing upward are reports dealing with statistics: units produced or distributed: periods or distances operated and materials and man-hours consumed;

22. Etzioni, Amitai. A Comparative Analysis of Complex Organizations, New York: The Free Press, 1961, p. 138.

23. Redfield, Charles E. Communication in Management: The Theory and Practice of Administrative Communication, Chicago: The University of Chicago Press, 1958, p. 5.

24. Ibid, p. 8.

25. Ibid, p. 19.

personnel newly employed, discharged, currently employed, and turnover."²⁶

Simon discusses the communication process in terms of decision making as well as being an upward and downward flow of information.

Communication may be formally defined as any process whereby decisional premises are transmitted from one member of an organization to another. It's obvious that without communication there can be no organization, for there is no possibility then of the group influencing the behavior of the individual.²⁷

While Simon introduces the concept of decision making as an inherent part of the process of communication, he also mentions behavior. Berlo has suggested that the purpose of communication is to affect.

More specifically, our basic purpose is to reduce the probability that we are solely a target of external forces, and increase the probability that we exert force ourselves. Our basic purpose in communication is to become an affecting agent, to affect others, our physical environment, and ourselves, to become a determining agent, to have a vote in how things are. In short, we communicate to influence to affect with intent.²⁸

26. Ibid, p. 23.

27. Simon, Herbert A. Administrative Behavior: A Study of Decision Making Process in Administrative Organization, New York: The Free Press, 1957, p. 154.

28. Berlo, David K. The Process of Communication: An Introduction to Theory and Practice, New York: Holt, Rinehart and Winston, Inc., 1960, pp. 11-12.

Gerbner places the context of communication in a social-cultural setting when he states:

Let me define communication as social interaction performed through messages. Messages may be defined as formally coded or symbolic or representational events which are of some shared significance in a culture, and which are produced for the purpose of evoking significance.²⁹

Finally, Hanlon sums up by saying "the process of communication itself is something like an electrical circuit. The problem is to complete a circuit between two perceptual fields."³⁰

There appear to be many different opinions as to what elements are important or should be considered when attempting to describe what takes place in the process of communicating. As previously stated Laswell described a relatively simple paradigm. Hanlon stated the problem in these words, "The first point to be made about communication is that it is something like an iceberg, because nine-tenths of it lies beneath the surface."³¹

Redfield describes the related elements in the following manner:

Administrative communication can best be regarded as a form of social or human communication in which there are these five elements:

29. Gerbner, George, "A Theory of Communication and Its Implications for Teaching", Teaching, Ronald T. Human, Ed., New York: J. B. Lippincott Company, 1968, p. 18.

30. Hanlon, op. cit., p. 69.

31. Ibid, p. 66.

a Communicator (a speaker, sender, issuer) who transmits (says, sends, issues) Messages (orders, reports, suggestions) to a Communicatee (addressee, respondent, audience) to influence the Response (reply, reaction).³²

Hanlon, in referring to the elements in the process of communication, says, "four operations exist, then, in the process of communication: selection, transmission, reception, and reaction."³³ Berlo's model of the process of communication includes the following six elements: (1) source (person or persons), (2) message (a systematic set of symbols), (3) encoder (translation or expression of the purpose into a message), (4) channel (a carrier of messages), (5) communication receiver (the target of communication), and (6) decoder (decode the message so that the receiver can use it).³⁴

Communication cannot be considered a one-way process. "The communication process involves both a source which transmits and a feedback to that source."³⁵ Problems can arise at either end of this simple continuum. "It has been pointed out that the attention that will be given a communication and the way in which it is presented will

32. Redfield, op. cit., p. 5.

33. Hanlon, op. cit., p. 69.

34. Berlo, op. cit., p. 30-31.

35. Hanlon, op. cit., p. 70.

determine for its recipient how much consideration he will give it.³⁶

According to Redfield, "the goal in administrative communication is to insure an optimum flow of information--neither too little nor too much--enough to cover but not so much as to smother."³⁷

Summary

To summarize the related literature, as well as many aspects of modern society, change seems to be a very apparent theme. The elementary principalship is involved in a metamorphosis, which has seen the position evolve from the initial part-time reporting (administrative) duties, to the beginnings of a dynamic leadership position. That a relationship exists between the process of administration and communications is supported by the literature. The lack of research relating the principles of communication to the process of educational administration became apparent during the literature search. Communication has been recognized as an important and necessary instrument for the survival of institutions in society. Since elementary school principals operate as part of an institution in our society a study of their communications patterns would appear to be needed.

36. Simon, op. cit., p. 164.

37. Redfield, op. cit., p. 36.

CHAPTER III

DESIGN OF THE STUDY

The basic purpose of this study was centered around the identification and description of formal communications that are originated by the elementary principal or received by him from other positions in the school system. That the study of communications in the school system is important was alluded to in Chapter II and can be summarized by Ralph Kimbrough's statement:

The relationship between the communication system and leadership is emphasized as a result of communication research. The teacher or principal, for example, who is perceived as a leader on the faculty tends to be at focal points in the communication system. Thus, the principal who is outside the communication structure will suffer loss of leadership in the system.¹

Source of Data

The source of data used in this study consisted of communications "flowing" from the elementary school principal's office and "flowing" in to his office. This communication flow was recorded by the respondent on the

¹. Kimbrough, Ralph B., Administering Elementary Schools, New York: The Macmillan Company, 1968, p. 98.

daily inventory of communications during the period of the study. This does not represent all of the communications occurring during this study, only the formal communications. In other words, informal communications such as social conversation, is not reported in the inventory. Formal communications were recorded during any ten days of normal work days from February 1, 1968 to March 31, 1968. Each participant in the study was asked to record communications on those days he felt were to be considered as "typical work days." The participants were further asked to record only those formal communications which occurred between 8:00 A.M. and 5:00 P.M. with Saturdays, Sundays, and holidays excluded.

Secondary sources of communication were obtained by personal interviews with the principals.

Instruments Employed

Three major instruments were used in this study: 1) Personal Interview Guide, 2) Daily Inventory Guide, and 3) Positional Relationship Check List.

Personal Interview Guide. This guide was developed primarily to gain controlled data from all of the elementary principals. There were two forms of this guide--a communicator interview guide (CR) (See appendix A) and a communicatee interview guide (CE) (see appendix A).

The purpose of the communicatee guide, form CE, was to obtain data relating to the types of information the elementary principal receives pertaining to: 1) finance, 2) building and grounds, 3) school board matters, 4) instructional matters, 5) pupil personnel, 6) certified personnel, and 7) non-certified personnel. This guide was structured to elicit responses relating to whether the individual respondent received information relating to the above areas, did not receive information, or had no need to receive information. For information received, each respondent was asked to estimate the degree of need of the information, quantity of information received, and quality of information received. Each respondent was further asked to state who (position) he received this information from and if this was the individual (position) from whom he should receive this information. If the respondent did not receive information relating to a specific area he was again asked his degree of need for this information and who (position) should be the primary source of this information.

The communicator guide, form CR, was designed to obtain information from each elementary school principal relating to that communication he initiated relating to the areas of: 1) finance, 2) building and grounds, 3) pupil personnel, 4) certified personnel, 5) non-certified personnel, 6) school board matters, and

7) instructional matters. Each respondent was asked whether or not he initiated communications in these areas. If communications were initiated, which person (position) was most frequently contacted, reason for contacting this position and months in which the respondent most frequently contacts this position with regard to the specific area.

Daily Inventory of Communication. This instrument listed formal communications received and sent during the ten day recording period. Each elementary principal was instructed to record only those communications that were pertinent to the performance of his official duties. Formal in this context is defined to mean those communications sent or received as the respondent is engaged in carrying out official school related responsibilities. This does not include social conversations or chit-chat.

A communicator (CR form) inventory and a communicatee (CE form) inventory constituted the two forms for the daily inventory of communications. (see Appendix A). The CR form was designed to record the communications initiated by the respondent and the CE form to compile the communications received. The contents of the forms were the same and included: 1) name and position of communicatee, 2) media used, 3) importance of contact, 4) length of time, 5) subject of message, 6) administrative process involved, and 7) initial use or action resulting from the

contact. It should be pointed out that the "administrative process" category was used only with the CR form. On the CE form (receiving message) the respondent utilized not only the administrative process, if any, but the disposition of the message received.

Positional Relationship Check List. Each respondent was asked to indicate his perception of a number of positions within the school system. The respondent was asked to indicate whether this position was superordinate, coordinate or subordinate with respect to his position as an elementary school principal. Each response was to be made without regard to salary or personal prestige.

Other Data Collected. Each elementary school principal was asked to submit his job descriptions. Where formal job descriptions had not been established by board policy the respondent was asked to write in his own words a statement which would indicate his job responsibilities. Along with the job descriptions each elementary school principal was asked to complete a personal data sheet. (See Appendix B) Each principal was also asked to include a copy of the organizational chart for his school system along with selected data concerning that system. (copies of the organizational charts may be found in Appendix B)

Procedures

A personal letter was written to each prospective participant explaining the proposed project and assuring anonymous analysis of the results. Each letter contained a self addressed post card (See Appendix C) permitting the respondent to indicate his willingness to participate in the study. Upon indicating their willingness to participate in the study, a personal letter was sent to each superintendent in the selected school systems which indicated the nature of the study, the participants from that school district and permission to utilize the particular school in that district. (See Appendix C).

Each participant was subsequently requested to meet for a personal interview. During this interview each instrument was explained in detail and several hours were spent instructing the participants in the proper methods to be used in completing the instruments. Subsequent follow up conversations were held to ascertain and solve any difficulties experienced by him.

In view of the large quantity of data collected, a general classification for analysis was made. For "in school contacts" contacts were classified in terms of the organization chart for each school studied. Since variations existed with respect to differing job titles from one system to another, these differences were resolved

and the final classification of contacts is displayed in Appendix C. "Outside contacts", i.e. contacts made with individuals not associated with schools in a contractual sense, were divided into 1) parents and 2) outside-others.

Limitations on recording data from meetings and conferences were due to the mechanics involved. Therefore, the only reference in the analysis of data that relates to meetings is the total time the respondents were involved in such meetings.

As a guide for the respondents in using the daily inventory of communications, definitions accompanied the administrative processes. (See Appendix C)

Thus, the basic techniques used in obtaining the data for this study were the interview, questionnaire, and self-recording instruments.

Treatment of Data

The data collected for this study was classified and categorized according to the nine subordinate questions raised in Chapter I. The tabulation of the data was confined to simple per cents and median per cents.

Characteristics of the Sample

The sample utilized in this study consisted of three selected school systems and a total of four elementary

schools within these systems. The school districts ranged in pupil population from a low of 4,550 to a high of 16,765 for the 1967-68 school year. The professional (certified) staff ranged from a low of 224 to a high of 683. Non-certified staff ranged from a low of 84 to a high of 349. All school systems reported operating on a 6-3-3 organizational basis.

Table I contains the summarized data pertaining to the selected school districts. The schools participating in this study were selected on the basis of their willingness to cooperate and accessibility.

Table II contains the summarized data relating to the selected characteristics of the four participating elementary principals. As can be noted in Table II, two of the principals were twenty-eight years of age and two were forty-one years of age. The mean age for the principals in this study was 36.5 years of age and the mean years of experience was 10.75 years. The mean years of experience within the system was 8.25 years or more than three-fourths of the mean years of total experience. All of the principals hold at least a masters degree. While these data in and of itself are not significant, it does indicate that the participants were experienced and professionally trained.

TABLE I
SELECTED CHARACTERISTICS OF SCHOOL SYSTEMS INCLUDED IN THE STUDY

| System | Total School Enrollment | Professional Staff | Non-Certified Staff | Types of Organizations |
|--------|-------------------------|--------------------|---------------------|------------------------|
| 1. | 11,380 | 544 | 241 | 6-3-3 |
| 11. | 4,550 | 224 | 84 | 6-3-3 |
| 111. | 16,765 | 684 | 349 | 6-3-3 |

TABLE 11
SELECTED CHARACTERISTICS OF PARTICIPATING PRINCIPALS

| System | Age of Principal | Total Experience in Education | Experience in System | Experience in Present Position | Training in Terms of Academic Degree |
|--------|------------------|-------------------------------|----------------------|--------------------------------|--------------------------------------|
| I. | 28 | 6 | 6 | 2 | M.A. |
| II. | 41 | 15 | 11 | 9 | M.A. |
| III. | | | | | |
| (a) | 41 | 15 | 9 | 5 | M.A. |
| (b) | 28 | 7 | 7 | 2 | M.A. |

Summary

In collecting data which would identify the patterns of communication flowing "from" and "to" the elementary principals' office a daily inventory of communications instrument was developed. Each participant was interviewed and instructed in the use of the daily inventory. Participants were assured of anonymity in the tabulations of the results as were the individual school districts.

Each of the participating principals completed personal data sheets. The tabulated data indicated that they were professionally trained and experienced in their positions.

CHAPTER IV

PRESENTATION OF DATA

The specific purpose of this study as stated earlier was concerned with identifying and describing formal communications that are originated by the elementary school principal or received by him from other positions in selected public schools. The data presented in this chapter were compiled from the communicatory activities, as reported, by the four elementary school principals who participated in this study.

Tabulation of the data were confined to simple per cents and median per cents. Each instrument was analyzed separately and the data were presented under individual sub-headings in this chapter. Where possible the data were presented for each participating principal as well as a composite of all principals.

Status of Individuals Who Contacted Or Were Contacted By The Elementary Principal

The data in Table III indicate the status of those individuals who were involved in communicatory activities with the elementary principals during the period of this

TABLE III

COMMUNICATION CONTACTS INITIATED OR RECEIVED BY ELEMENTARY SCHOOL
PRINCIPALS AND THE STATUS OF THOSE INDIVIDUALS CONTACTED

| STATUS | Principal 1 | | Principal 2 | | Principal 3 | |
|-----------------------------------|----------------|-----------------------|-------------|----------|-------------|----------|
| | N ^a | Per Cent ^b | N | Per Cent | N | Per Cent |
| Superintendent | 1 | .5 | 4 | 3.4 | 0 | 0 |
| Assistant Superintendent | 6 | 3.0 | 1 | .9 | 5 | 4.2 |
| TOTAL SUPERORDINATE | 7 | 3.5 | 5 | 4.3 | 5 | 4.2 |
| Business Manager | 7 | 3.6 | 5 | 4.3 | 13 | 10.7 |
| Director of Pupil Personnel | 6 | 3.0 | 5 | 4.3 | 15 | 12.3 |
| Director of Buildings and Grounds | 9 | 4.5 | C | --- | 12 | 9.9 |
| Personnel Director | 2 | 2.4 | C | --- | 5 | 4.2 |
| Director of Special Services | 2 | 2.4 | C | --- | 1 | .8 |
| Director of Elementary Education | 9 | 4.5 | C | --- | 2 | 1.7 |
| Director of Special Education | 1 | .5 | 1 | .9 | C | --- |
| Elementary Principals | C | --- | 4 | 3.4 | 1 | .8 |
| Junior High Principals | C | --- | 4 | 3.4 | C | --- |
| Senior High Principals | C | --- | 1 | .9 | C | --- |
| Learning Center Director | C | --- | 2 | 1.7 | C | --- |
| School Social Worker | C | --- | C | --- | C | --- |
| TOTAL COORDINATE | 36 | 18.2 | 22 | 18.9 | 49 | 40.4 |
| Teacher | 52 | 26.1 | 38 | 32.8 | 45 | 37.3 |
| Non-Certified | 8 | 4.3 | 5 | 4.3 | 7 | 5.7 |
| Director of Transportation | 1 | .5 | 4 | 3.4 | 3 | 2.4 |
| Director of Community Schools | C | --- | C | --- | C | --- |
| TOTAL SUBORDINATE | 61 | 30.9 | 47 | 40.5 | 55 | 45.4 |
| TOTAL WITHIN | 104 | 52.7 | 74 | 63.7 | 109 | 90.0 |
| Parents | 66 | 33.5 | 24 | 20.6 | 9 | 7.5 |
| Others | 27 | 13.6 | 18 | 15.6 | 3 | 2.4 |
| TOTAL OUTSIDE | 93 | 47.1 | 42 | 36.2 | 12 | 9.9 |
| GRAND TOTAL | 197 | 99.8 | 116 | 99.9 | 121 | 99.9 |

a = Number of Contacts

b = Per Cent of Contacts

c = Position not in System or no Contact Made

d = Composite Based on Median Per Cent of All Principals

TABLE III (Cont.)

COMMUNICATION CONTACTS INITIATED OR RECEIVED BY ELEMENTARY SCHOOL
PRINCIPALS AND THE STATUS OF THOSE INDIVIDUALS CONTACTED

| STATUS | Principal 4 N | Per Cent | Median Per Cent | Range of Per Cents |
|--------------------------------------|------------------|----------|--------------------|-----------------------|
| Superintendent | 0 | --- | 1.7 | .5 - 3.4 |
| Assistant Superintendent | 1 | .4 | 2.1 | .4 - 4.2 |
| TOTAL SUPERORDINATE | 5 | 1.8 | 3.4 | 1.8 - 4.3 |
| Business Manager | 6 | 2.1 | 5.1 | 2.1 - 10.7 |
| Director of Pupil Personnel | 3 | 1.0 | 5.1 | 1.0 - 12.3 |
| Director of Buildings and Grounds | 1 | .4 | 4.7 | .4 - 9.9 |
| Personnel Director | 6 | 2.1 | 2.9 | 2.1 - 4.2 |
| Director of Special Services | C | --- | 1.6 | .8 - 2.4 |
| Director of Elementary Education | 5 | 1.8 | 2.6 | 1.7 - 4.5 |
| Director of Special Education | C | --- | .7 | .5 - .9 |
| Elementary Principals | 4 | 3.9 | 2.7 | .8 - 3.9 |
| Junior High Principals | C | --- | 3.4 | 3.4 |
| Senior High Principals | C | --- | .9 | .9 |
| School Social Worker | 1 | .4 | .4 | .4 |
| Learning Center Director | C | --- | 1.7 | 1.7 |
| TOTAL COORDINATE | 33 | 11.7 | 22.3 | 11.7 - 40.4 |
| Teacher | 155 | 54.6 | 37.7 | 26.1 - 54.6 |
| Non-Certified | 12 | 4.2 | 4.6 | 4.2 - 5.7 |
| Director of Transportation | 2 | .9 | 1.7 | .5 - 3.4 |
| Director of Community Schools | 2 | .9 | .9 | .9 |
| TOTAL SUBORDINATE | 171 | 60.6 | 44.3 | 30.9 - 60.6 |
| TOTAL WITHIN | 209 | 74.1 | 70.1 | 52.7 - 90.0 |
| Parents | 55 | 19.5 | 20.2 | 7.5 - 33.5 |
| Others | 18 | 6.3 | 9.4 | 2.4 - 15.6 |
| TOTAL OUTSIDE | 73 | 25.8 | 29.7 | 9.9 - 47.1 |
| GRAND TOTAL | 282 | 99.9 | | |

study. These data were compiled from the Daily Inventory of Communications, Forms CE and CR. The total number of contacts are presented for the individual with whom the contact was initiated or from whom it was received. These positions are arranged from superordinate; i.e., superintendent, to subordinate; i.e., teacher, as perceived by the elementary school principals involved in this study. The three classifications of superordinate, coordinate, and subordinate are combined to present the total number of communications contacts from within the system. The two categories of parents and others are combined to present the total number of contacts from outside the school system--i.e., individuals not directly under contract to the school system. The two classifications of "within" and "outside" are then combined to provide a grand total--the total number of formal communication contact reported by the elementary principals over the ten day period.

Principal 1 reported a total of 197 total contacts over the ten day period with 104 of the 197 contacts classified as being within the system and 93 contacts classified as being outside the system. Principal 2 reported a total of 116 contacts with 74 contacts classified as within the system and 42 contacts classified as outside the system. Principal 3 reported 121

total contacts with 109 contacts classified as within the system and 12 contacts classified as outside of the system. Principal 4 reported 282 total contacts with 209 contacts classified as within the system and 73 contacts classified as outside the system.

Principal 1 reported 3.5 per cent of his communication contacts were with positions classified as superordinate; principal 2 reported 4.3 per cent for the same level, principal 3 reported 4.2 per cent, and principal 4 reported 1.8 per cent.

Communication contacts within the system and perceived as positions coordinate to that of the elementary principal accounted for 18.2 per cent of the contacts for principal 1, 18.9 per cent for principal 2, 40.4 per cent for principal 3 and 11.7 per cent for principal 4. This data shows a range of per cents from 11.7 to 40.4. The principal at the high end, 40.4 per cent, was in the process of building-wide pupil tests and communicated frequently with the Director of Pupil Personnel.

Communication contacts with persons in positions perceived as subordinate ranged from a high of 60.6 per cent of the total contacts to a low of 30.9 per cent of the total contacts. Principal 1 reported 30.9 per cent of his communication contacts were with positions classified as subordinate, principal 2--40.5 per cent, principal 3--45.4 per cent, principal 4--60.6 per cent.

In each case the elementary principals classified teachers as individuals in subordinate positions and subsequently they accounted for the largest number of contacts in the classification of subordinate ranging from a low of 26.1 per cent of the total contacts to a high of 54.6 per cent.

In all cases the teacher was most frequently involved in communicatory activities with the elementary principal. In terms of the number of contacts in a ten day period, the range was from a low of 38 contacts to a high of 155 contacts.

Elementary principals were contacted more frequently than either junior high or senior high principals, although one participant reported no contacts, other than in formal meetings, with any other principals in the system.

Communication Within the School System By Positional Relationship

An analysis of the status (as perceived by the elementary principal) of who was involved in communicatory activities with the elementary principal is presented in Table IV. The data were tabulated and analyzed in terms of the hierarchy relationships of the many positions in the school system. In Table III it was noted that there were only two positions perceived to exist in the super-ordinate classification--superintendent and assistant

TABLIE IV
COMMUNICATION WITHIN THE SCHOOL HIERARCHY

| STATUS | Principal 1 | | Principal 2 | | Principal 3 | |
|---------------|----------------|-----------------------|-------------|----------|-------------|----------|
| | N ¹ | Per Cent ² | N | Per Cent | N | Per Cent |
| Superordinate | 7 | 6.7 | 5 | 6.4 | 5 | 4.5 |
| Coordinate | 36 | 34.6 | 22 | 29.7 | 49 | 44.9 |
| Subordinate | 61 | 58.6 | 47 | 63.5 | 55 | 50.4 |
| Total | 104 | 99.9 | 74 | 99.6 | 109 | 99.8 |

| STATUS | Principal 4 | | Total ³ | | MEDIAN ⁴ | RANGE OF PER CENTS |
|---------------|-------------|----------|--------------------|----------|---------------------|--------------------|
| | N | Per Cent | N | Per Cent | | |
| Superordinate | 5 | 2.3 | 22 | 4.4 | 4.9 | 2.3 - 6.7 |
| Coordinate | 33 | 15.7 | 140 | 28.0 | 31.2 | 15.7 - 44.9 |
| Subordinate | 171 | 81.8 | 334 | 67.3 | 63.5 | 50.4 - 81.8 |
| Total | 209 | 99.8 | 496 | 99.7 | | |

1 = Number of Contacts

2 = Per Cent of Contacts

3 = Composite of All Principals

4 = Composite based on all Principals

superintendent. Most line-staff charts would indicate that other central office personnel are in staff relationships to the elementary principals. In the case of the four participants in this study, they accepted this relationship and placed most central office personnel in coordinate relationships with their positions.¹

It can be noted in Table IV that the participants had the largest number of contacts with individuals in subordinate positions. The range was from a low of 50.4 per cent of the contacts to a high of 81.8 per cent of the contacts. The median per cent for contacts with subordinates was 63.5.

Communication contacts with individuals in coordinate positions resulted in a 31.2 median per cent with a range of 15.7 per cent to 44.9 per cent. It can be noted also the similarity in both the number and per cent of contacts with positions perceived as superordinate. The range of per cents was 2.3 to 6.7 with a median per cent of 4.9.

The extensive communication contacts with individuals in subordinate positions is not overly surprising. The great contrast between coordinate and superordinate is somewhat surprising. Weston writing in the Saturday

1. See Appendix B for complete details.

Review stated:

I have yet to see an organization chart that shows how a corporation gets its job done. Most charts show only that people are surrounded by protective boxes--and also show who approves whose expense accounts. They don't indicate the significance of the white spaces between the boxes; they don't imply lateral communications. They give the impression that an organization is a non-changing thing.²

It has been stated that: "size becomes a factor when an organization becomes so large that any given member does not have face-to-face contact with most other members".³

Flow of Communication Within the
School Hierarchy and Its Estimate
Of Importance

Table V will present the tabulated data with regard to the directional flow of communication. That is to say, if a communication was initiated by a coordinate to a subordinate position, its movement was to the subordinate position. Furthermore, the estimate of importance of each communicatory activity as perceived by the elementary school principal was tabulated. The data was compiled from the reported data on the Daily Inventory of Communication form CE. There were a total of 274 communicatory

2. Weston, Robert J. "Management's Next Generation", Saturday Review, January 13, 1968, p. 32.

3. National Society for the Study of Education, Behavioral Science, and Educational Administrations, op. cit., p. 114.

activities reported with the largest number of activities initiated to subordinates, 192 or 70.0 per cent. Second were communications initiated to coordinates, 69 or 25.1 per cent and third were those communications initiated to superordinates, 13 or 4.7 per cent.

In terms of the estimate of importance of those communications initiated the two largest categories were "Great" and "Some". The former with 132 responses was the largest category and the latter with 105 responses was second. The categories of "Utmost" and "Little" were about equal with 18 and 19 respectively. It may be more interesting than significant to note that in communications initiated to coordinate positions the category of "Some" exceeded the category of "Great". On the other hand, when communications were initiated to subordinates the category of "Great" exceeded the category of "Some." The number of communications initiated to superordinate positions was very small, 13, and their estimate of importance was about equally divided on the scale ranging from "Little" to "Great".

Table IV presents the data regarding data received from other positions, in terms of status, in the school system. This data was compiled from the reported communications on the Daily Inventory of Communications from CR.

TABLE V
(1)FLOW OF COMMUNICATION WITHIN THE SCHOOL HIERARCHY
FOR ALL PRINCIPALS

| RECEIVED (CR) | N | Per Cent |
|-----------------------|-----|----------|
| from Superordinate | 9 | 4.0 |
| from Coordinate | 71 | 31.9 |
| from Subordinate | 142 | 63.9 |
| Total | 222 | 99.8 |

(2)

ESTIMATE OF IMPORTANCE OF INITIATED COMMUNICATION
WITHIN THE SCHOOL HIERARCHY

| RECEIVED (CR) | Utmost | | Great | | Some | | Little | | Total |
|-----------------------|--------|----------|-------|----------|------|----------|--------|----------|-------|
| | N | Per Cent | N | Per Cent | N | Per Cent | N | Per Cent | |
| from Superordinate | 1 | .4 | 3 | 1.3 | 4 | 1.8 | 1 | .4 | 9 |
| from Coordinate | 3 | 1.3 | 24 | 10.8 | 35 | 15.7 | 9 | 4.0 | 71 |
| from Subordinate | 2 | .9 | 63 | 28.3 | 67 | 30.1 | 10 | 4.5 | 142 |
| Total | 6 | | 90 | | 106 | | 20 | | 222 |

It is readily apparent that there is a great deal of similarity between Table IV and Table V. The largest number of communications received were from subordinate positions--142 or 63.9 per cent. Second were communications received from coordinate positions--71 or 31.9 per cent, and lastly communications received from superordinate positions--9 or 4.0 per cent. There were a total of 222 communications received which is almost equal to the 274 communications initiated.

In terms of the estimate of importance, the same general pattern appears in Table V as in Table IV. The two largest categories are "great" and "some" with 90 and 106 responses respectively. One difference does appear in the estimate of importance in Table V--in all cases the category of "some" exceeds the category of "great". The category of "utmost" was the lowest with only 6 responses and the category of "little" had 20 responses.

Media Used by Elementary Principals to Initiate
Communications and Media Used to Contact
the Elementary Principal

One of the subordinate questions was concerned with the media most frequently used in communicatory activities relating to the elementary school principals position. The data for Table VI were compiled from the Daily Inventory of Communications form CE; i.e., communications received by the elementary principal.

It can be noted in Table VI that the most frequently used media in contacting the elementary principal was the telephone. Phone calls accounted for 47.9 per cent of all contacts. The second largest category was face-to-face contacts which accounted for 33.7 per cent of the total contacts.

TABLE VI
MEDIA USED TO CONTACT THE ELEMENTARY SCHOOL PRINCIPAL

| MEDIA | Principals | | | | Totals | Per Cent of Total* |
|--------------------------------|------------|-----|----|-----|--------|-----------------------|
| | 1 | 2 | 3 | 4 | | |
| Formal Report (Written) | 0 | 3 | 3 | 2 | 8 | 1.3 |
| Formal Report (Oral) | 0 | 3 | 1 | 1 | 5 | .8 |
| General Bulletin (Written) | 2 | 4 | 18 | 1 | 25 | 4.1 |
| General Bulletin (Oral) | 0 | 3 | 2 | 0 | 6 | .9 |
| 1st Class Letters and Memos | 6 | 12 | 3 | 11 | 32 | 5.2 |
| Face-to-Face Contacts | 47 | 32 | 16 | 109 | 204 | 33.7 |
| Phone Calls | 23 | 43 | 23 | 201 | 290 | 47.9 |
| Other | 7 | 7 | 3 | 18 | 35 | 5.7 |
| Totals | 85 | 108 | 69 | 343 | 605 | 99.6 |

* Per cents will not equal 100 as they were only carried out three decimal places.

Table VII is compiled from the data reported in the Daily Inventory of Communications form CR; i.e., communications initiated by the elementary principal. It can be noted that there were a total of 542 contacts initiated by the elementary principals during the ten day recording period. The most frequently used media was face-to-face contacts which accounted for 234 or 43.1 per cent of the total contacts. Second, in terms of frequency of use, was phone calls with a total of 135 contacts or 24.9 per cent of the total contacts. The three media listed as (1) 1st class letters and memos, (2) general bulletins and announcements (oral), and (3) general bulletins and announcements (written) accounted for 91 contacts or about 16% of the total contacts.

Time Expended by Elementary Principals
In Communication Activities

Another subordinate question raised was: "What proportion of the elementary school principal's day is spent in communications and what media are most frequently used?" Table VIII is a compilation of data relating to that question.

Each principal was asked to record communications pertaining to his job that occurred between 8 A.M. and 5 P.M. (excluding a one hour lunch period) for ten working days. This would then amount to an eight hour working day.

TABLE VII
MEDIA USED BY THE ELEMENTARY PRINCIPAL TO INITIATE CONTACTS

| MEDIA | Principals | | | | Totals | Per Cent of Total |
|-------------------------------|------------|-----|----|-----|--------|----------------------|
| | 1 | 2 | 3 | 4 | | |
| Formal Report (Written) | 0 | 3 | 2 | 1 | 6 | 1.1 |
| Formal Report (Oral) | 0 | 3 | 4 | 0 | 7 | 1.2 |
| General Bulletin (Written) | 11 | 4 | 3 | 4 | 22 | 4.0 |
| General Bulletin (Oral) | 0 | 4 | 10 | 18 | 32 | 5.9 |
| 1st. Class Letters Memos | 13 | 12 | 2 | 10 | 37 | 6.7 |
| Face-to-face Contacts | 31 | 32 | 21 | 150 | 234 | 43.1 |
| Phone Calls | 28 | 43 | 22 | 42 | 135 | 24.9 |
| Other | 46 | 7 | 0 | 16 | 69 | 12.7 |
| Total | 129 | 108 | 64 | 241 | 542 | 99.6 |

The total number of consumable working minutes per day would then equal 480--8 hours times 60 minutes per hour. In a ten day period the total number of consumable minutes would equal 4800--480 minutes per day times ten days.

As can be seen Table VIII presents the data for each elementary principal in the study as well as a composite median per cent, and range of per cents. It can be noted that in every case the participants spent the largest percentage of his communication time in face-to-face contacts. The percentage for this median ranged from 31.0 to 44.0 with a median per cent of 37.8.

In two cases the second largest percentage of communication time was expended in the use of the phone or messages. In these cases the percentages were 28.7 and 23.1 per cent. In the other two cases, principals 1 and 3, the second largest percentage of their communications time was expended in meetings or conferences--20.0 and 24.7 per cent respectively. In all cases the two previous media--"Phone calls or messages" and "meetings or conferences", were either second or third in percentage of communication time expended.

In all cases but one--Principal 3--the least amount of time expended occurred in the area of "formal reports".

All principals but one, Principal 3, reported over 2000 minutes of time expended in communication activities.

TABLE VIII
PER CENT OF TIME (BASED ON 4800 MINUTES) PRINCIPALS
SPENT COMMUNICATING THROUGH VARIOUS MEDIA
MEETINGS AND CONFERENCES INCLUDED

| MEDIA | Principal 1 N ^a Per Cent ^b | | Principal 2 N Per Cent | | Principal 3 N Per Cent | | Principal 4 N Per Cent | | Total ^c N Per Cent | | Median Per Cent ^d | Range of Per Cent |
|----------------------------|---|------|---------------------------|------|---------------------------|------|---------------------------|------|----------------------------------|------|---------------------------------|----------------------|
| Formal Reports | 0 | — | 0 | — | 188 | 8.4 | 53 | 2.1 | 323 | 4.0 | 5.6 | 0 - 8.4 |
| General Bulletins | 227 | 11.0 | 127 | 5.7 | 130 | 10.0 | 72 | 2.9 | 556 | 7.0 | 7.6 | 2.9 - 11.0 |
| Letters, Memos | 246 | 11.9 | 280 | 12.6 | 28 | 2.1 | 164 | 6.7 | 718 | 8.9 | 8.3 | 2.1 - 12.6 |
| Face-to-Face | 905 | 44.0 | 689 | 31.0 | 492 | 38.1 | 934 | 38.3 | 3020 | 37.9 | 37.8 | 31.0 - 44.0 |
| Phone Calls, Messages | 265 | 12.8 | 514 | 23.1 | 239 | 18.5 | 700 | 28.7 | 1718 | 21.4 | 20.7 | 12.8 - 28.7 |
| Meetings or Conferences | 412 | 20.0 | 420 | 18.9 | 320 | 24.7 | 510 | 20.9 | 1662 | 20.7 | 21.1 | 18.9 - 24.7 |
| Totals | 2055 | 99.7 | 2218 | 99.7 | 1291 | 99.7 | 2433 | 99.6 | 7997 | | | |

a = total number of minutes in each media for ten-day period

b = per cent of minutes in each medium for ten-day period

c = composite per cent based on all principals

d = median per cent based on four principals for each medium

As was stated earlier in this chapter the importance of the face-to-face or one-to-one relationship in communication activities cannot be overlooked. In all cases the principals reported spending more than fifty (50) per cent of their communication time utilizing "face-to-face" or "phone calls" media.

Communication and Administrative Processes

As part of the basic design of this study a question was naturally raised as to the relationships that exist between communication and administrative processes. Table IX is a compilation of the data taken from the Inventory of Daily Communications relating to the administrative processes used in this study.² The data in Table IX is presented by individual principal as well as a composite of all principals, medium per cent, and range of per cents.

The first three processes listed; planning, request for information, and orders and instructions accounted for more than 60 per cent of the total responses. Of these three categories, orders and instructions accounted for a total of 143 responses or 25.9 per cent. Request for information had a total of 122 responses--22.7 per cent, and planning had a total of 90 responses or 15.6 per cent.

2. For complete definitions of the seven administrative processes see Chapter III.

TABLE IX
TOTAL ADMINISTRATIVE PROCESSES INVOLVED IN COMMUNICATION
WITHIN THE SCHOOL HIERARCHY FOR ALL PRINCIPALS

| Administrative Process | Principal 1 | | Principal 2 | | Principal 3 | |
|--------------------------|----------------|-----------------------|-------------|----------|-------------|----------|
| | N ¹ | Per Cent ² | N | Per Cent | N | Per Cent |
| Planning | 30 | 13.6 | 24 | 23.0 | 9 | 14.5 |
| Request for Information | 37 | 16.8 | 29 | 27.7 | 16 | 25.8 |
| Orders and Instructions | 51 | 23.2 | 14 | 13.4 | 25 | 40.3 |
| Organizing | 8 | 3.6 | 10 | 9.6 | 1 | 1.6 |
| Staffing | 4 | 1.7 | 1 | .9 | 2 | 3.2 |
| Coordinating | 11 | 5.0 | 15 | 14.4 | 5 | 8.0 |
| Appraisal and Evaluation | 16 | 7.3 | 10 | 9.6 | 2 | 3.2 |
| Other | 62 | 28.3 | 1 | .9 | 2 | 3.2 |
| Total | 219 | 99.5 | 104 | 99.5 | 62 | 99.8 |

1 = Number of responses

2 = Per cent of contacts

TABLE IX Con't.

TOTAL ADMINISTRATIVE PROCESSES INVOLVED IN COMMUNICATION
WITHIN THE SCHOOL HIERARCHY FOR ALL PRINCIPALS

| Administrative Process | Principal 4 N | Per Cent | Total N | Per Cent | Median Per Cent | Range of Per Cent |
|--------------------------|------------------|----------|------------|----------|--------------------|----------------------|
| Planning | 27 | 14.0 | 90 | 15.6 | 16.2 | 13.6-23.0 |
| Request for Information | 40 | 20.8 | 122 | 21.0 | 22.7 | 16.8-27.7 |
| Orders and Instructions | 52 | 27.0 | 143 | 24.8 | 25.9 | 13.4-40.3 |
| Organizing | 25 | 13.0 | 44 | 7.6 | 6.9 | 1.6-13.0 |
| Staffing | 9 | 4.6 | 16 | 2.9 | 2.6 | .9- 4.6 |
| Coordinating | 27 | 14.0 | 58 | 10.0 | 10.3 | 5.0-14.4 |
| Appraisal and Evaluation | 9 | 4.6 | 37 | 6.4 | 6.1 | 3.2- 9.6 |
| Other | 2 | 1.0 | 67 | 11.6 | 8.3 | .9-28.3 |
| Total | 192 | 99.0 | 576 | 99.9 | | |

In rank order the next three most frequently reported processes were co-ordinating, 10.0 per cent; organizing, 7.6 per cent, and staffing, 2.9 per cent. That the process of staffing was not reported more often may well be due to the time of year when the study was conducted--February and March. Full staffs were in evidence, teacher negotiations had not begun, new staff recruiting was just beginning and tenure evaluations were not due for another two months.

It is somewhat less easy to explain the number of responses and percentages--37 and 6.4 per cent--which corresponded with the process of "appraisal and evaluation".

Table X is a presentation of the reported data relating to the use made of communications. This data may be more interesting than significant. Since each principal did not indicate the initial use made of the communication for each communication received the totals here do not correspond to those found in Table I under total.

It is interesting to note that approximately 45 per cent of the responses either "resulted in immediate action" or "prompted further communication."

In only 13 per cent of the cases did the communication bring "no action".

An Appraisal of the Communications Received by Elementary Principals

The data presented in this section deals with the elementary school principal's perception of the communications he received from within the school system. The data was gathered from the Personal Interview Guide--Form CE. As a general summary it can be noted that there were 57 separate categories to which the participants could respond. There were twenty-four (24) categories in which the participants indicated that the quantity of

TABLE X
TOTAL NUMBER AND PER CENT OF USE MADE OF COMMUNICATIONS BY
PRINCIPALS WITHIN THE SCHOOL HIERARCHY

| Initial Use | Principal 1 | | Principal 2 | | Principal 3 | | Principal 4 | | Total | | Median | Range of |
|---|----------------|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|-------------|-------------|-------------|
| | N ^a | Per Cent ^b | N | Per Cent | N | Per Cent | N | Per Cent | N | Per Cent | Per Cent | Per Cent |
| Filed for Future Reference | 12 | 9.6 | 32 | 32.0 | 13 | 20.3 | 8 | 8.3 | 65 | 19.9 | 17.5 | 8.3-32.0 |
| Filed for Future Action | 17 | 13.7 | 17 | 17.0 | 7 | 10.9 | 4 | 4.1 | 45 | 11.6 | 11.4 | 4.1-17.0 |
| Referred to Another for Action | 25 | 20.1 | 3 | 3.0 | 8 | 12.5 | 5 | 5.2 | 41 | 10.6 | 10.2 | 3.0-20.1 |
| Resulted in Immediate Action | 28 | 22.5 | 20 | 20.0 | 20 | 31.2 | 17 | 17.7 | 85 | 22.1 | 22.8 | 17.7-31.2 |
| Prompted Further Communi- cation | 25 | 20.1 | 6 | 6.0 | 7 | 10.9 | 50 | 52.0 | 88 | 22.8 | 22.2 | 6.0-52.0 |
| No Action | 17 | 13.7 | 22 | 22.0 | 9 | 14.0 | 12 | 12.5 | 60 | 15.9 | 13.0 | 12.5-22.0 |
| Total | 124 | 99.7 | 100 | 100.0 | 64 | 99.8 | 96 | 99.8 | 384 | 99.9 | | |

a = number of responses

b = per cent of responses

communication received was adequate. In twenty-three of the 57 categories three or more elementary principals indicated that the quality of the communication received was satisfactory. In general the participants felt that they were receiving information from the position in which it should emanate. Following is a brief summary of each of sub-areas included on the interview guide.

Area of Finance

There were seven areas of finance listed on the interview guide. Only two participants indicated that they did not receive communication but felt they had a need for communication. The two areas were those of "Budget Development" and "Taxes and Other Income". There were a total of seven responses indicating "no need" for communications in five areas of finance. A majority of the responses indicated a "moderate" to "great" need for communication in the area of finance. All but five of the responses indicated that the communication now received was adequate, five felt it was less than adequate. In a like manner all but three responses indicated that the quality of communication was "satisfactory" or "excellent".

Area of Building and Grounds

There were six separate areas included in the area of building and grounds. There were fifteen responses indicating that communications were received; six

indicated a need to receive communications but did not, and three indicated no need to receive communications. The last three were in the area of general maintenance, operation, and rental. All but one response indicated the need to receive communications in this area was moderate or great. One response indicated little need for communication in this area. Twelve responses indicated the quantity of communications received was adequate; five responses indicated that quantity was inadequate. There were ten responses indicating quality was satisfactory while six responses indicated unsatisfactory quality.

Area of Pupil Personnel

There were ten separate areas listed under the heading of Pupil Personnel. There were thirty responses indicating communications were received in this area; three responses, in the areas of marking, discipline and records, indicated no communication received but a need existed. The need to receive communications in this area was evenly divided between moderate and great with one response in the "little need" classification. One response indicated that the quantity of communication received was inadequate. The remaining responses indicated that the quantity was adequate. All responses but one indicated that the quality of communication received was satisfactory.

Area of Certified Personnel

Ten separate areas were listed under Certified Personnel. In five of these areas all responses indicated they received communication--(a) promotion, (b) salary, (c) substitutes, (d) in-service program, and (e) contracts. In all there were thirty-nine responses indicating receiving communications in this area. All responses indicated that the degree of need was either great or moderate with the vast majority indicating a great need--27 to 5 for moderate. All but four responses indicated the quantity received was adequate. Five responses indicated unsatisfactory quality while the remainder, a vast majority, indicated either satisfactory or excellent.

Area of Non-Certified Personnel

There were ten separate areas listed under the general heading of "non-certified personnel". There were thirty responses indicating that they received communications in this area; three responses indicated a need to receive communications in the area, and seven responses indicated no need to receive communications. There were sixteen responses indicating a great need to receive communications in this area, nine indicated a moderate need and one indicated little need. Twenty-three responses indicated that quality of the communications received was satisfactory or excellent while seven indicated unsatisfactory quality.

Area of School-Board Matters

There were five separate areas listed under the general heading of "School Board Matters"--(a) policy, (b) agenda, (c) notice of meeting, (d) request for attendance at meeting, and (e) board action. In two of these areas, policy and notice of meeting, all responses indicated receiving communications. There were 18 responses indicating communication was received, four responses indicated a need but no communication while two responses indicated no need. All responses indicated a great or moderate need to receive communication in this area. All but one response indicated that quantity of communication received was adequate or more than adequate while all responses indicated the quality was satisfactory or excellent.

Area of Instructional Matters

The area of instructional matters was divided into two sub-classifications (a) curricular and (b) co-curricular. In the curricular area there were four separate listings and all responses indicated receiving communication. The responses indicated the degree of need for receiving communication in this area was great or moderate. Eight responses indicated adequate or above in terms of quantity of communications and four termed the quantity inadequate. Thirteen established the quality of communications received as satisfactory or excellent while three indicated unsatisfactory.

In the area of co-curricular there were five separate listings. There were thirteen responses indicating receiving communications in this area, three responses indicated that they did not receive communications but had a need for communications and four responses indicated no need. Twelve responses considered the degree of need to be moderate or great while two responses indicated little need. There were seven responses which termed the quantity of communication adequate or more than adequate while four responses indicated inadequate quantity. There were ten responses indicating the quality of communications was either satisfactory or excellent and five responses stating that the quality was unsatisfactory.

An Appraisal of the Communications Initiated by Elementary Principals

The data presented in this section deals with the elementary school principal's perception of the communications he initiated. The data was gathered from the Personal Interview Guide--Form CE. Tables XI through XVII present a brief summary of each major area included in the Interview Guide.

Area of Finance

In the area of finance there were seven sub-areas. Table XI indicates that in two sub-areas--(a) purchasing of supplies and (b) request for supplies, all responses

TABLE XI
 FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
 REGARDING THE AREA OF FINANCE

| AREA | YES | NO | POSITION CONTACTED |
|--|-----|----|---|
| Budget Development | 3 | 1 | Business Manager |
| Budget Control | 2 | 2 | Business Manager |
| Purchasing of Supplies and Equipment | 4 | 0 | Business Manager |
| Request for Supplies and Equipment | 4 | 0 | Business Manager |
| Tuition and/or Transportation | 2 | 2 | Business Manager (1) Bus Garage (1) |
| Distribution of Supplies and Equipment | 2 | 1 | Business Manager (1) Stock Clerk (1) |
| Taxes and other Income | 0 | 4 | |
| Total | 17 | 10 | |

indicated that communications were initiated by the elementary principals. All four principals indicated no need to initiate communications regarding the category of "taxes and other income". The most popular position to whom communications were initiated in the general area of finance was the business manager.

Area of Building and Grounds

There were six sub-areas included in the general heading of "Building and Grounds". In three of these areas, as presented in Table XII, three or more responses indicated a need to initiate communications. These three areas were: (a) remodeling or major repairs, (b) general maintenance, (c) safety. In one area, rental, three responses indicated no need to initiate communications. The position of Director of Buildings and Grounds and Business Manager was indicated as the two most frequent positions contacted.

Area of Pupil Personnel

Table XIII presents the data relating to the general area of Pupil Personnel. It can be noted that of the ten sub-areas included, in five sub-areas it was indicated with three or more responses, that the elementary principal needed to initiate communications. In only one sub-area, marking, was there three or more responses indicating no need to initiate communications. The position of Director of Pupil Personnel or Pupil Services seemed to be the most frequently contacted position.

TABLE XII
FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
REGARDING THE AREA OF BUILDING AND GROUNDS

| AREA | YES | NO | POSITION CONTACTED |
|--------------------------------|-----|----|---|
| New Construction | 1 | 1 | Business Manager |
| Remodeling or Major Repairs | 4 | 0 | Business Manager (3) Director of Buildings and Grounds (1) |
| General Maintenance | 3 | 0 | Director of Buildings and Grounds (2) Director of Maintenance (1) |
| Operation | 2 | 1 | Director of Building and Grounds (1) Director of Maintenance (1) |
| Rental | 1 | 3 | Director of Buildings and Grounds |
| Safety | 3 | 1 | Superintendent (1) Local Police (1) Business Manager (1) |
| Total | 16 | 6 | |

TABLE XIII
 FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
 REGARDING THE AREA OF PUPIL PERSONNEL

| AREA | YES | NO | POSITION CONTACTED |
|-----------------------------|-----|----|---|
| General Admission | 3 | 0 | Director of Pupil Personnel |
| Room or Building Assignment | 2 | 2 | Director of Pupil Services |
| Attendance | 4 | 0 | Director of Pupil Services |
| Promotion | 2 | 0 | Director of Pupil Services (1) Assistant Superintendent (1) |
| Marking | 1 | 3 | Assistant Superintendent |
| Scheduling | 2 | 2 | Director of Pupil Services (1) Director of Elementary Education (1) |
| Discipline | 2 | 1 | Superintendent (1) Assistant Superintendent (1) |
| Transfers | 3 | 1 | Director of Pupil Personnel (2) Assistant Superintendent (1) |
| Records | 3 | 1 | Director of Pupil Personnel (2) Director of Special Services (1) |
| Transportation | 3 | 1 | Director of Pupil Personnel (1) Bus Garage (1) Business Manager (1) |
| Total | 25 | 11 | |

Area of Certified Personnel

Table XIV presents the data pertaining to the general area of Certified Personnel. There were ten sub-areas included in this general classification. There were two areas in which three or more responses indicated no need to initiate communication: (a) salary, and (b) organizations and associations. There were three areas in which there were three or more responses indicating a need to initiate communications: (a) absences, (b) substitutes and (c) job assignment. There were two areas in which the responses were evenly divided: (a) procurement/promotion and (b) in-service programs. The position of Director of Personnel was indicated as the most frequently contacted position.

Area of Non-Certified Personnel

The data concerning Non-Certified Personnel is presented in Table XV. There were ten sub-areas included under this general classification. It is interesting to note that this was the only general area in which the total responses in the "no" column exceeded the total responses in the "yes" column. There were eight sub-areas in which there were three or more responses indicating no need to initiate communications: (a) procurement, (b) promotion, (c) salary, (d) substitutes, (e) in-service program, (f) job assignments, (g) contracts, and (h) organizations and associations. The two categories in which there were three or more responses indicating a need

TABLE XIV
FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
REGARDING THE AREA OF CERTIFIED PERSONNEL

| AREA | YES | NO | POSITION CONTACTED |
|--------------------------------|-----|----|----------------------------------|
| Procurement-Promotion | 2 | 2 | Director of Personnel |
| Salary | 0 | 4 | ----- |
| Absences | 4 | 0 | Director of Personnel |
| Substitutes | 3 | 1 | Director of Personnel |
| In-Service Programs | 2 | 2 | Assistant Superintendent |
| Supervision | 2 | 1 | Director of Elementary Education |
| Job Assignment | 3 | 1 | Assistant Superintendent |
| Contracts | 1 | 0 | Director of Personnel |
| Organizations and Associations | 1 | 3 | Director of Elementary Education |
| Total | 18 | 14 | |

TABLE XV
 FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
 REGARDING THE AREA OF NON-CERTIFIED PERSONNEL

| AREA | YES | NO | POSITION CONTACTED |
|--------------------------------|-----|----|-----------------------------------|
| Procurement | 1 | 3 | Director of Buildings and Grounds |
| Promotion | 0 | 3 | ----- |
| Salary | 1 | 3 | Director of Personnel |
| Absences | 3 | 1 | Director of Personnel |
| Substitutes | 1 | 3 | Director of Personnel |
| Supervision | 4 | 0 | Director of Buildings and Grounds |
| In-Service Program | 0 | 4 | ----- |
| Job Assignments | 1 | 3 | Director of Buildings and Grounds |
| Contracts | 0 | 4 | ----- |
| Organizations and Associations | 0 | 4 | ----- |
| Total | 11 | 28 | |

to initiate communications were absences and supervision. When initiating communications, the positions of Director of Building and Grounds and Director of Personnel were the most frequently contacted.

Area of School-Board Matters

Table XVI presents the data relating to the general area of School Board matters. Of the five sub-areas included, two areas had three or more responses indicating a need to initiate communications, agenda and board actions. The two areas indicated had three or more responses indicating no need to initiate communications, notice of meeting and request for attendance at meetings. The remaining area, policy, was evenly divided with two responses in each category. The position most frequently contacted in all cases was the superintendent.

Area of Instructional Matters

Table XVII presents the data relating to the general area of instructional matters. This general area was divided into two parts--curricular and co-curricular. There were four sub-areas under the heading of curricular--(a) curricular development, (b) instructional materials, (c) testing programs, and (d) articulation. In the first three areas all four responses indicated a need to initiate communication. In the area of articulation two responses indicated a need to initiate communication and one response indicated no need.

TABLE XVI
FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
REGARDING THE AREA OF SCHOOL-BOARD MATTERS

| AREA | YES | NO | POSITION CONTACTED |
|---|-----|----|--------------------|
| Policy | 2 | 2 | Superintendent |
| Agenda | 3 | 1 | Superintendent |
| Notice of Meeting | 1 | 3 | Superintendent |
| Request for Attendance at Meeting | 1 | 3 | Superintendent |
| Board Action | 3 | 1 | Superintendent |
| Total | 10 | 10 | |

TABLE XVII
 FREQUENCY OF RESPONSE TO THE INITIATION OF COMMUNICATIONS
 REGARDING THE AREA OF INSTRUCTIONAL MATTERS

| AREA | YES | NO | POSITION CONTACTED |
|----------------------------|-----|----|----------------------------------|
| (CURRICULAR) | | | |
| Curriculum Development | 4 | 0 | Director of Elementary Education |
| Instructional Materials | 4 | 0 | Director of Elementary Education |
| Testing Program | 4 | 0 | Director of Pupil Personnel |
| Articulation | 2 | 1 | Assistant Superintendent |
| (CO-CURRICULAR) | | | |
| Student Organizations | 2 | 2 | Superintendent |
| Intra-School Activity | 2 | 2 | Director of Elementary Education |
| School Publications | 2 | 2 | Teacher |
| Activities Fund Accounting | 3 | 1 | Business Manager |
| School Assemblies | 3 | 1 | Teacher |
| Total | 26 | 9 | |

In part two, co-curricular, there were five sub-areas included. In three the responses were evenly divided: (a) student organization, (b) intra-school activity and (c) school publications. In two areas, activity fund accounting and school assemblies, there were three responses indicating a need to initiate communications.

The positions contacted were numerous and varied with no single position having a majority. It is interesting to note that this was the only general area where the position of teacher was indicated.

Summary

In this chapter the data collected from the four participating elementary principals has been presented. The data has been presented in a very simple statistical form--per cents and medium per cents.

It is evident that most of the communicatory activities were carried on with those individuals the elementary principal perceived to occupy a subordinate position within the school hierarchy.

The two most frequently used media in both initiating and receiving communications were face-to-face and phone calls. This appears in both number of contacts by each media as well as in the amount of time spent utilizing each media.

The two most frequently reported administrative processes utilized by the elementary school principal were "request for information" and "orders and instruction". It also became apparent that almost fifty per cent of the communications received by the elementary principal either resulted in immediate action or prompted further communication.

In terms of the elementary school principal's perception of the communications they received from within the school system most agreed they received the necessary information. The majority also agreed that the quantity and quality of communications received was above average.

In terms of the need to initiate communications the elementary principals generally agreed on the need to initiate communications regarding almost all phases in the operation of their school. There was one area, non-certified personnel, where most agreed they had little or no need to initiate communications.

In the following chapter an attempt will be made to draw some conclusions from the data presented in this chapter.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS FOR FURTHER STUDY, AND SUMMARY

In summarizing this study it appears wise to re-examine the major purpose. In Chapter I it was suggested that all social organizations have at least one common thread--communication. It was this particular thread that came under investigation in one social organization--the elementary school. The specific purpose of the study, as previously stated, was concerned with identifying and describing formal communications that are originated by the elementary school principal or received by him from other positions in selected public schools.

In order to make the study more manageable, as well as simplifying the process of data collection, the specific problem was divided into several subordinate questions.

It should be remembered that the sample used in this study was small--four elementary principals--and the quantity of data collected was large. We cannot, therefore, generalize any conclusions beyond this specific population.

All data was reported during the period covering February 1, 1968 to March 31, 1968. Each participant was

asked to record data for ten typical working days, between the hours of 8:00 A.M. to 5:00 P.M. during this period.

Conclusions Related To Subordinate Questions

The first question raised was: "What is the organizational status of those individuals who communicate with or are contacted by the elementary school principal?" The data collected and tabulated indicated that elementary principals in this study communicated with individuals in subordinate positions more frequently, 44.3 per cent, than any group of individuals. Teachers were in this group and constituted 37.7 per cent of the total contacts. In descending rank order other groups were, "outside" contacts 29.7 per cent, coordinate positions 22.3 per cent, and superordinate positions 3.4 per cent.

"What proportion of the elementary school principal's day is spent in communications and what media are most frequently used?" Elementary school principals participating in this study reported spending somewhat over forty (40) per cent of their time in formal communications activities. The media most frequently used were "face-to-face", "phone calls", and meetings or conferences.

"Does the largest quantity of communication flow from superordinate to subordinate or from subordinate to

superordinate?" The results of this study indicated the greatest amount of communications initiated went to positions perceived as subordinate by the elementary school principal. The data also indicated that the greatest amount of communications received came from subordinate positions.

The fourth subordinate question was: "Which administrative process is most frequently used in communication activity by the respondent?" The results of this study indicated that the most frequently used administrative process was "Orders and Instructions" followed by "Request for Information". "Appraisal and Evaluation" as an administrative process was involved in only 6.1 per cent of the total communicatory activities reported by the elementary principals.

"Does the importance of communication received, as judged by the incumbent vary in relation to the apparent status of the communicatee?" The data reported that the importance of the message was judged to be "some" or "great" in a majority of the cases without regard for positional status.

"How are communications received by the elementary principal initially disposed of?" was the sixth question. The data indicates that most communications resulted in one of two actions--(a) they resulted in immediate action or (b) they prompted further communication.

The seventh question was: "What is the elementary principal's perception of the quantity and quality of communications in relation to need? Is there a need for more communications from certain individuals involving specific areas?" The participating principals agreed in a vast majority of the cases that the communications they received were adequate in terms of quantity and satisfactory in terms of quality. The principals also felt there was little need, if any, for more communications from specific individuals regarding any specific area.

"Are communication contacts initiated by the principal prompted by the position or special knowledge, personality, or experience of the person being contacted?" In a large majority of the cases the communication contacts are initiated to a position, rather than a person.

The final question was: "Does the line-staff concept of organization influence the communication patterns of the principal?" It would appear from the data collected that communications are not greatly influenced by the mere existence of a line-staff chart. Rather, communications are influenced by the title of the position. It is interesting to note here that all of the participants indicated that central office personnel were in coordinate positions with the exception of the superintendent and assistant superintendent. This might be interpreted as a positive assessment of the line-staff relationships.

Educational Implications

In any effort to assess the educational implications of this study one must evaluate the importance of the instruments utilized in the study. As one of the participants remarked in a letter to the writer--"Until now I didn't know where I wasted my time." It seems clear that the Daily Inventory of Communications could become a valuable tool to all elementary school principals in terms of evaluating their own communications pattern. In the case of this study it was apparent that the participants were not spending a great deal of time appraising or evaluating their programs or staffs while a great percentage of their communication time was spent issuing or receiving orders and instructions as in requesting information.

The individual interview guide might be utilized on a school-wide basis to evaluate the importance of existing communication networks as well as appraising the need for new patterns, media, or techniques of transferring information from one position to another.

Within the limitations prescribed for this study we can now turn our attention to drawing some conclusions relating to the principals involved in this study. Writing in the Phi Delta Kappan, John H. Langer stated:

It is my personal theory that the principalship will become more a policy making and administrative role, with the curriculum role devolving upon

consultants, paid teachers' committees, curriculum supervisors, and others who have more time to spend on thinking about educational improvements.¹

That Mr. Langer's theory is now a reality can neither be conclusively supported nor denied from the data collected in this study. However, the administrative processes utilized may well be a key to future developments. It can be noted that the three administrative processes of planning, organizing, and appraisal and evaluation were utilized in approximately only twenty-five per cent of the cases reported. Most responses indicated that the quantity and quality of communications received were acceptable for the performance of the current duties of the participants. There was an indication on the part of the participants that a great need existed to receive information regarding curriculum. However, the participants indicated this information should come from central office personnel--i.e., curriculum consultants and directors of elementary curriculum.

One of the educational implications of this study could center upon job descriptions of elementary school principals. The literature, experts and even the practicing principals indicate that the major role of principal should be that of an instructional leader. The results of this study would

¹. Langer, John H. "The Emerging Elementary Principalship in Michigan," Phi Delta Kappan, December, 1966, No. 4, p. 161.

appear to illustrate that exactly the opposite role is played by the principal--a clerical administrator. It would appear wise to separate the position of instructional leader from administrator. These two positions could function in a school more effectively than the single position as is indicated from the data presented in this study. The instructional leader would not be responsible for hiring, firing or salary considerations. This position would call for a master teacher and an innovator. This person would be responsible for the development of new programs and the evaluation and appraisal of existing programs.

Since a large proportion of the communication initiated and received concerned people in positions subordinate to the elementary principal it would appear that the channels of communication are open between the two levels in all of the participating schools. One possible reason for the open channels would appear to center around the fact that when communications were received by the elementary principal they either resulted in immediate action or prompted further communication.

It would appear that a possible contribution to the field of educational administration would be evidenced through a more systematic use and development of the study of communication patterns of those involved in administrative positions.

Recommendations for Further Study

1. If the same instruments are to be utilized in future studies of this nature they need to be redesigned to allow for machine scoring. This would allow the researcher to perform two much needed functions: 1) increase the sample and 2) design computer programs to analyze the mass amount of data which would be collected.

In gaining a larger sample the research data could be generalized to a larger population and thereby provide some guidelines for the preparation of future administrators.

2. In future studies the ten typical days need to be spread out throughout the entire school year. These days could be selected on a random basis and all participants would provide data for the same days. In this study it was necessary to allow the subjects to choose their own days within prescribed limitations (60 days). It may have been that the participants choose the days when they were the least busy due to the cumbersome nature of the Daily Inventory.

3. It would appear desirable to gather data for all elementary principals in a given school system to see if norms could be established. However, this study could not be performed in a very large system without first implementing recommendation #1.

4. A possible study would be the analysis of communication patterns in and between elementary school principals in the three classifications of urban, suburban and rural. This type of study would also include the variable of size of the school population.

5. If John Langer's premise is accepted as presented earlier--elementary principals will become policy makers and curriculum decisions will be made by others--then it would seem imperative to conduct a communications study utilizing the office/position of the curriculum coordinator or director. This might enable curriculum people to learn where their channels of communication are strong and where more work is needed to open new channels of communication.

6. To be of most benefit to school systems all administrative positions in each system should be analyzed together. This would require a team approach which may result in a different way of perceiving the effectiveness of administrators in terms of their goals and objectives as prescribed in their job descriptions.

In Conclusion

In discussing the relationships which exist between communications and man Bereday and Lawerys stated:

The history of communication is as long as that of homo sapiens himself. The unique

characteristic of our species lies in our ability to talk, make meaningful signs and draw pictures. Man has never been able to do all these things equally well; nor has the rate of progress been exactly the same throughout the world.²

The amount of literature relating to administration and the process of communication is very small indeed. It may well be that elementary principals have not been able to do "all things equally well," and further they are unaware of where their communication strengths exist.

In the opening pages of this study it was suggested that a common thread of social organizations was communication and that elementary schools were social organizations. It would then seem important to be able to analyze this thread. George Gerbner has stated that there is and should be a distinction between a communication approach and other approaches to the study of human behavior:

My distinction between the communication approach and other approaches to human behavior rests, therefore, on the extent to which (1) messages are germane to the process, studies, and (2) concern with the productions, nature, and uses of messages is central to the approach employed. If there is a "communication approach" or theory or discipline, it can be distinguished from others in that it makes the nature and role of messages in life and society its central organizing concern.³

2. Bereday, George Z. F. and Lawerys, Joseph A., Communication Media and the School, The Yearbook of Education, New York: World Book Company, 1960, p. 3.

3. Gerbner, George, "A Theory of Communication and Its Implications for Teaching," Teaching, Ronald T. Hyman, editor, New York: J. B. Lippincott Company, 1968, p. 18.

There is an implication here that we can analyze the behavior of educational administrators via the communication approach. If this is in fact true, then this study is but one link in an attempt to help these administrators.

APPENDIX A

| Names of Contact & Media Used | ① | | ② | ③ | | | | | ④ | | | | | | | | | |
|-------------------------------------|------------------------------------|----------------|-------------------------------------|-----------------------------------|-------|------|--------|------|--------------------|----------------|------------|-------------------------------------|--|-------------------------------|------------------------|--------------------------------------|--|--|
| | Position or Status of Communicator | | Estimated Length of Time In Minutes | Estimate of Importance of Contact | | | | | Finance | | | | | | | | | |
| | Within System | Outside System | | Utmost | Great | Some | Little | None | Budget Development | Budget Control | Purchasing | Requests for Supplies and Equipment | Distribution of Supplies and Equipment | Tuition and-or Transportation | Taxes and Other Income | New Construction Remodeling or Major | | |
| I Formal Report | | | | | | | | | | | | | | | | | | |
| Written | Oral | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
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| II Gen. Bulletins or Anncts. | | | | | | | | | | | | | | | | | | |
| Written | Oral | | | | | | | | | | | | | | | | | |
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| III 1st Class Letters, Memos | | | | | | | | | | | | | | | | | | |
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| IV Face to Face Contacts | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | |
| V Phone Calls or Messages | | | | | | | | | | | | | | | | | | |

DAILY INVENTORY OF COMMUNICATIONS

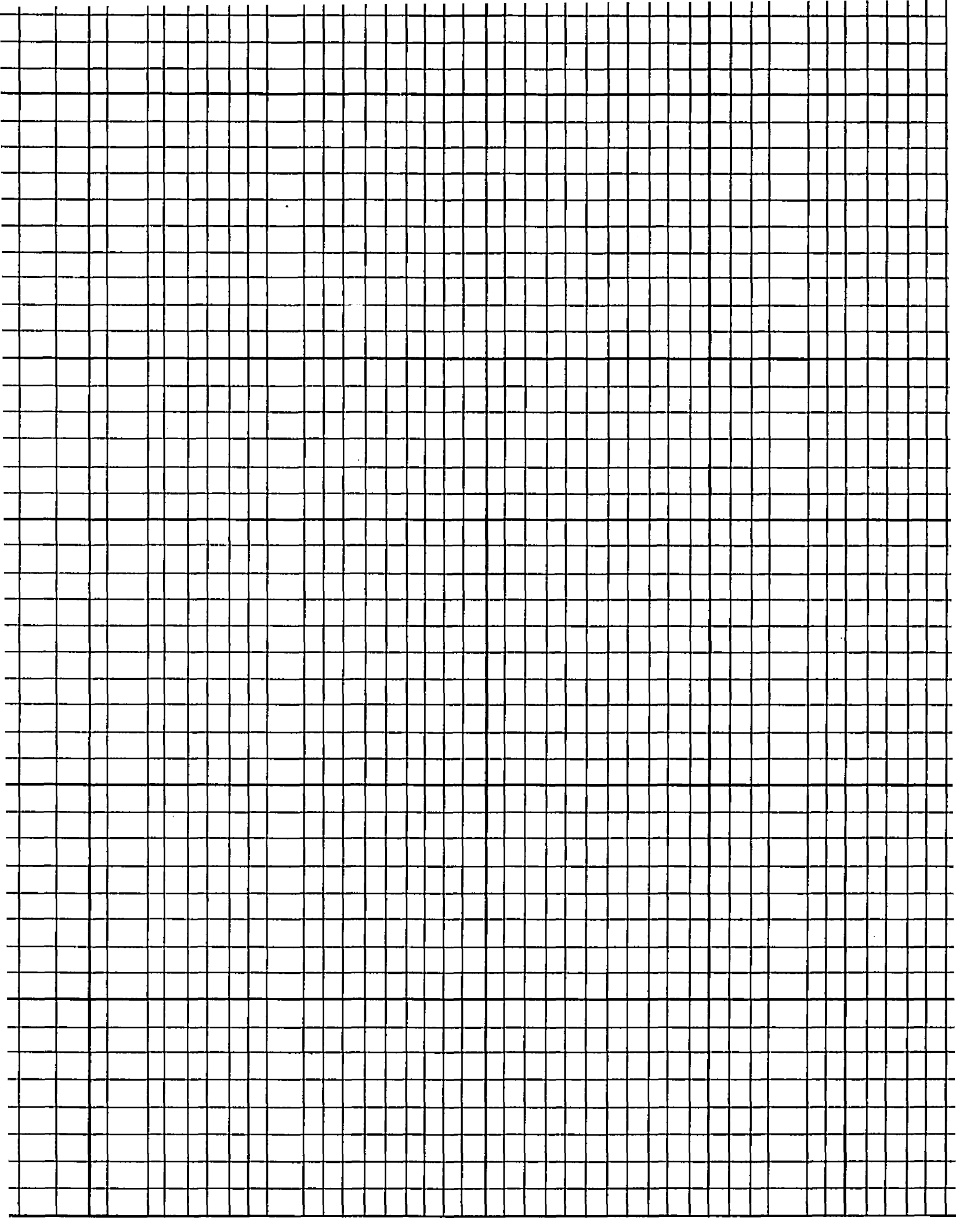
Position

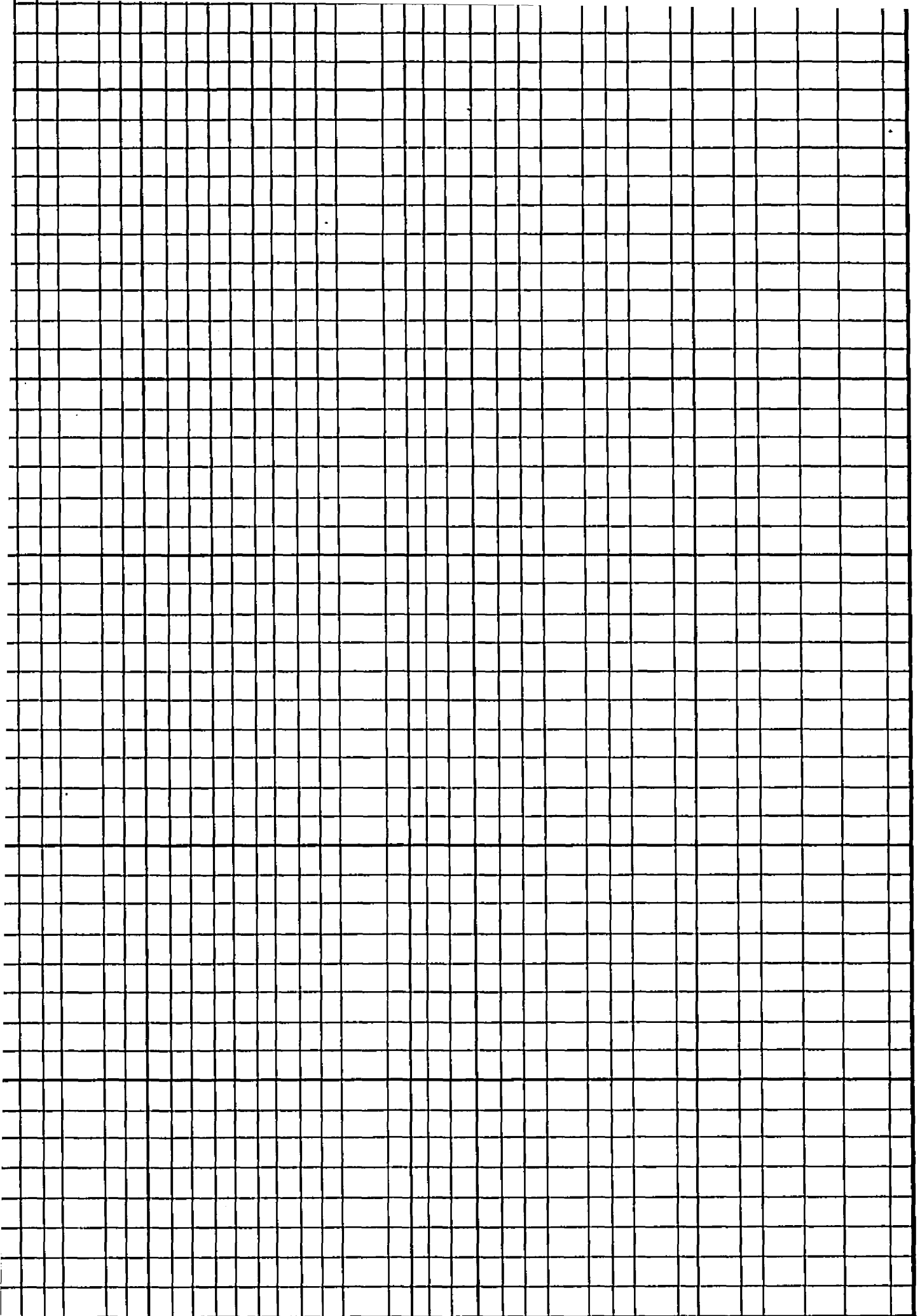
Date

④ Content of the Message. Check any that apply.

| Finance | Buildings & Grounds | Pupil Personnel | Certified (C) & Non Cert(N) Personnel | School Board Matters | Inst Curriculum |
|---|--|--|--|---|---|
| <div style="text-align: center;">(A)</div> and Equipment Distribution of Supplies and Equipment Tuition and-or Transportation Taxes and Other Income | <div style="text-align: center;">(B)</div> New Construction Remodeling or Major Repair General Maintenance Operation Rental Safety Others General Admission | <div style="text-align: center;">(C)</div> Rm. or Bldg. Assign't Attendance Promotion Marking Scheduling Discipline Transfers Records Transportation Others | <div style="text-align: center;">(D)</div> Procurement Promotion Salary Absence Substitute Supervision In Service Program Job Assignment Contracts Orgs. & Associations Others | <div style="text-align: center;">(E)</div> Policy Agenda Notice of meeting Request for attendance at meeting Board Action Others | Curr. Development Instructional Materials Testing Program |

[illegible]





[illegible]

DAILY INVENTORY OF COMMUNICATIONS

Date _____

Position _____

④ Content of the Message. Check any that apply _____

| (A) Finance | (B) Buildings & Grounds | (C) Pupil Personnel | (D) Certified (C) & Non Cert(N) Personnel | (E) School Board Matters | Ins Curric |
|--|----------------------------|------------------------|--|-----------------------------|------------|
| and Equipment | | | | | |
| Distribution of Supplies and Equipment | | | | | |
| Tuition and-or | | | | | |
| Transportation | | | | | |
| Taxes and Other | | | | | |
| Income | | | | | |
| New Construction | | | | | |
| Remodeling or Major Repair | | | | | |
| General Maintenance | | | | | |
| Operation | | | | | |
| Rental | | | | | |
| Safety | | | | | |
| Others | | | | | |
| General Admission | | | | | |
| Rm. or Bldg. Assign't | | | | | |
| Attendance | | | | | |
| Promotion | | | | | |
| Marking | | | | | |
| Scheduling | | | | | |
| Discipline | | | | | |
| Transfers | | | | | |
| Records | | | | | |
| Transportation | | | | | |
| Others | | | | | |
| Procurement | | | | | |
| Promotion | | | | | |
| Salary | | | | | |
| Absence | | | | | |
| Substitute | | | | | |
| Supervision | | | | | |
| In Service Program | | | | | |
| Job Assignment | | | | | |
| Contracts | | | | | |
| Orgs. & Associations | | | | | |
| Others | | | | | |
| Policy | | | | | |
| Agenda | | | | | |
| Notice of meeting | | | | | |
| Request for attendance at meeting | | | | | |
| Board Action | | | | | |
| Others | | | | | |
| Curr. Development | | | | | |
| Instructional Materials | | | | | |
| Testing Program | | | | | |

C A T I O N S

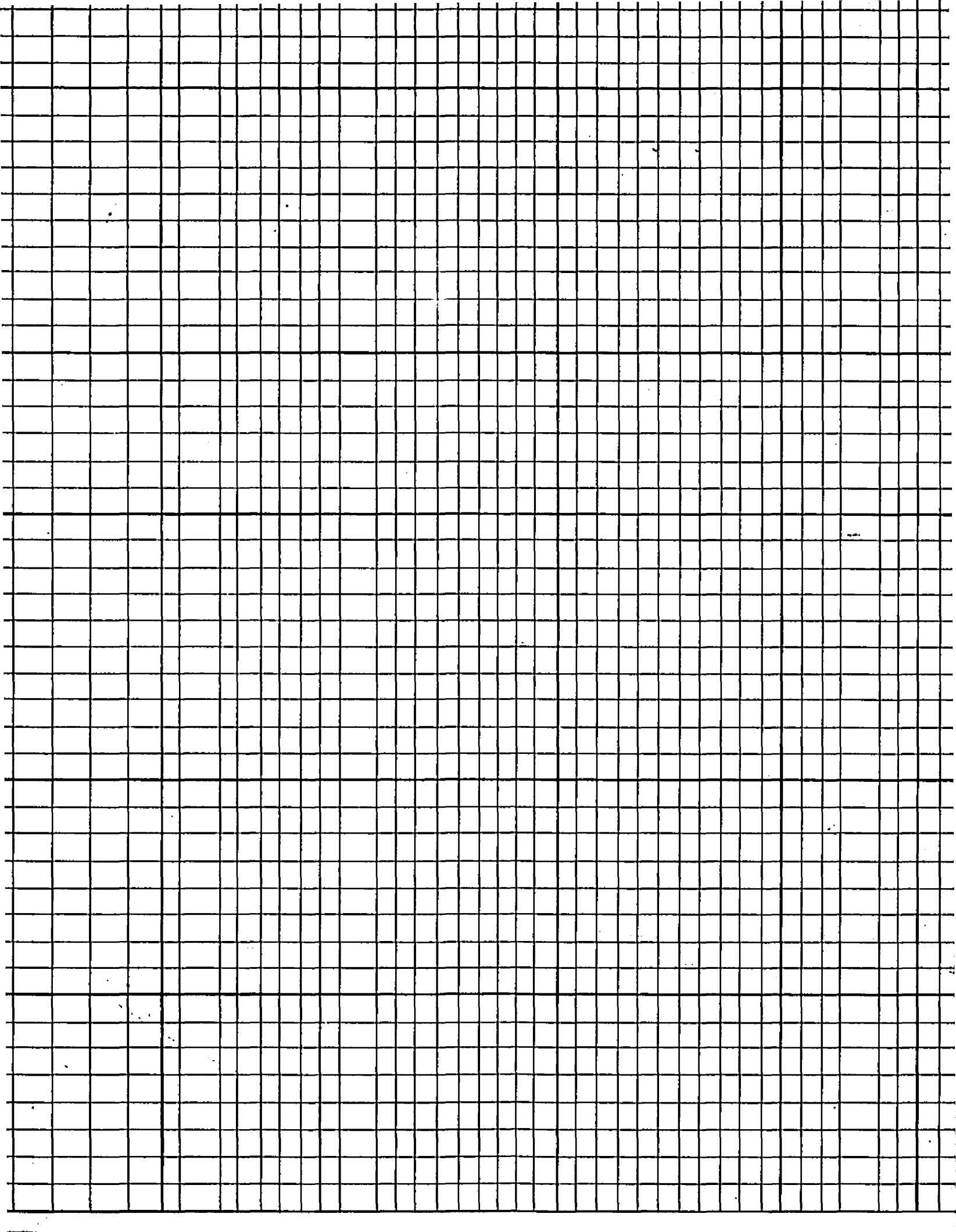
System or Building

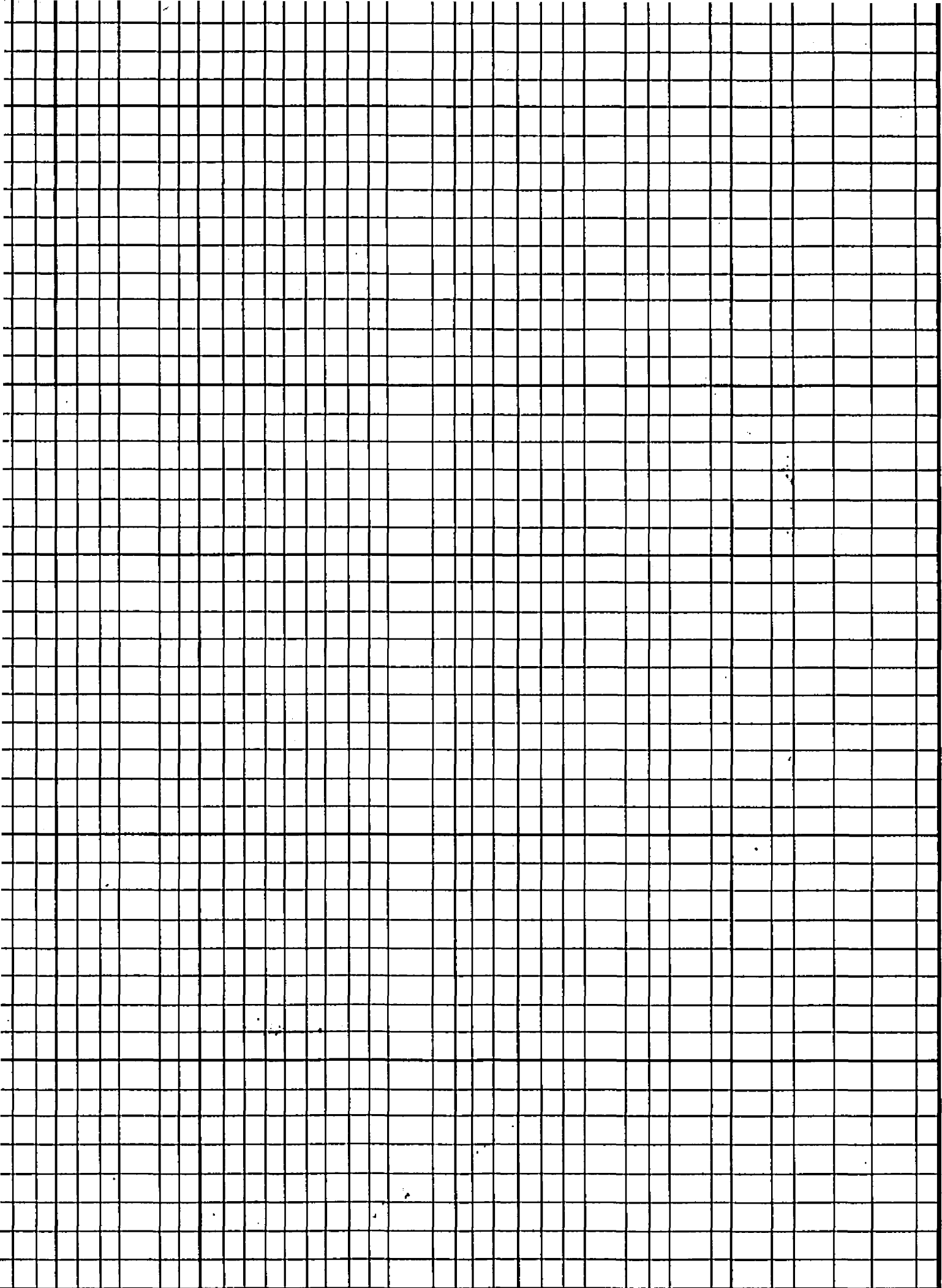
that apply.

(C) & Personnel School Board Matters (E) Instructional Materials Curriculum Co-Curricular Others (G) Admin. Processes Involved in the communication (5) Use Made of Communication (6)

| | |
|--|--|
| Job Assignment | |
| Contracts | |
| Orgs. & Associations | |
| Others | |
| Policy | |
| Agenda | |
| Notice of meeting | |
| Request for attendance at meeting | |
| Board Action | |
| Others | |
| Curr. Development | |
| Instructional Materials | |
| Testing Program | |
| Articulation | |
| Others | |
| Interscholastic Act. | |
| Student Organizations | |
| Intra-School Activities | |
| School Publications | |
| Activity Fund Acctg. | |
| School Assemblies | |
| | |
| | |
| Planning | |
| Organizing | |
| Staffing | |
| Orders or Instructions | |
| Coordinating | |
| Request for information | |
| Appraisal or Evaluations | |
| Other | |
| Filed for future reference (information) | |
| Filed for future action | |
| Referred to another person for handling | |
| Resulted in immediate action | |
| Prompted Further Communication | |
| None | |

[illegible]





APPENDIX B

SCHOOL DISTRICT DATA

Name of District _____

Pupil Enrollment

A. K-6 _____
B. 7-12 _____
C. Total _____

Number of Professional Staff _____

Number of Elementary School Professional Staff _____

Number of Non-Professional Staff _____

INDIVIDUAL SCHOOL BUILDING DATA

Name _____

Position _____

Building _____

System _____

Years Experience:

A. Teaching _____
B. Administrative _____

Total years in this system _____

Years in Present position _____

Highest Educational Degree Held

_____ B.A./B.S. _____ M.A./M.S. _____ Ed.S. _____ Ph.D.

Age _____

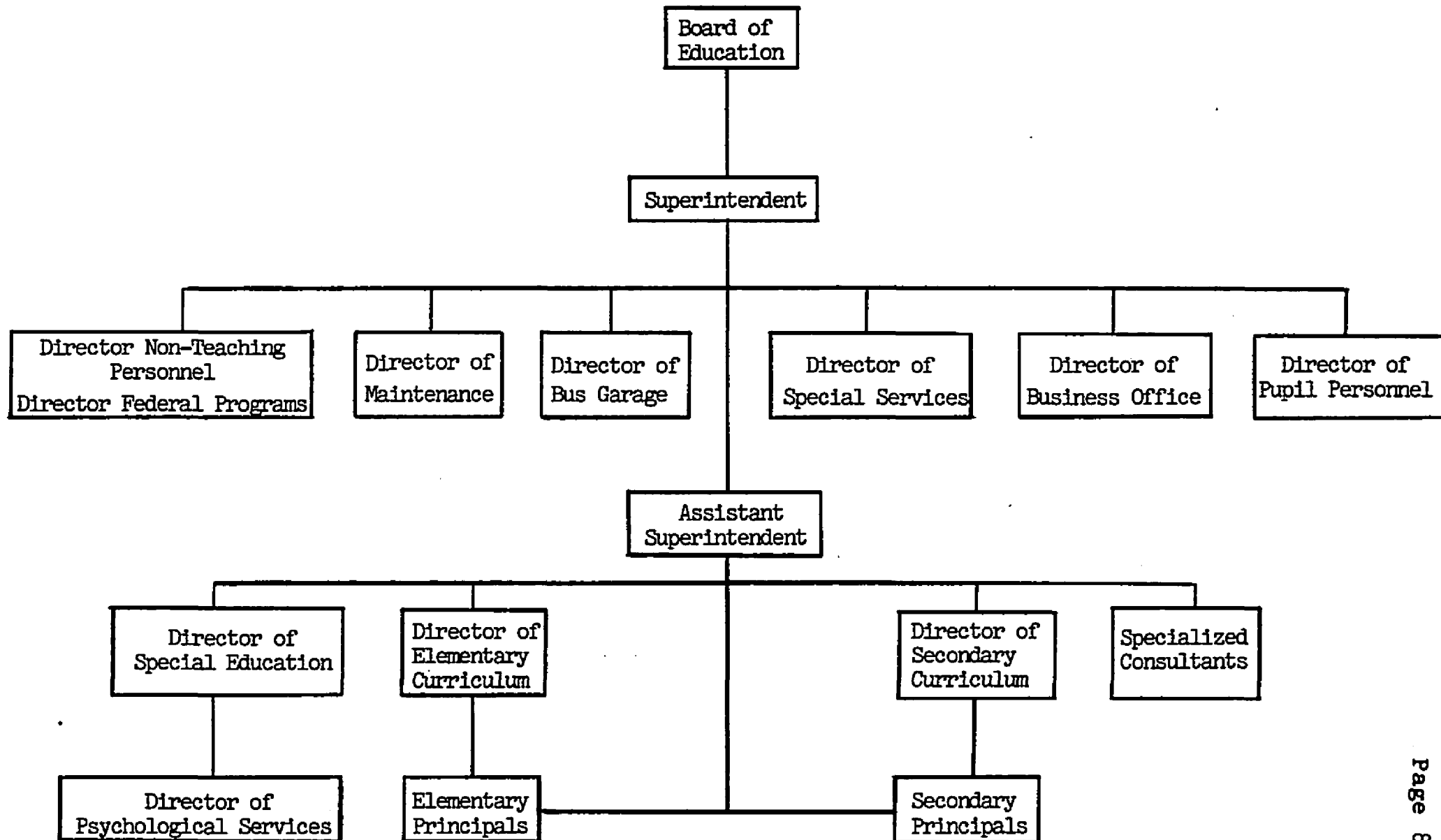
Mailing Address: _____

Phone Number _____

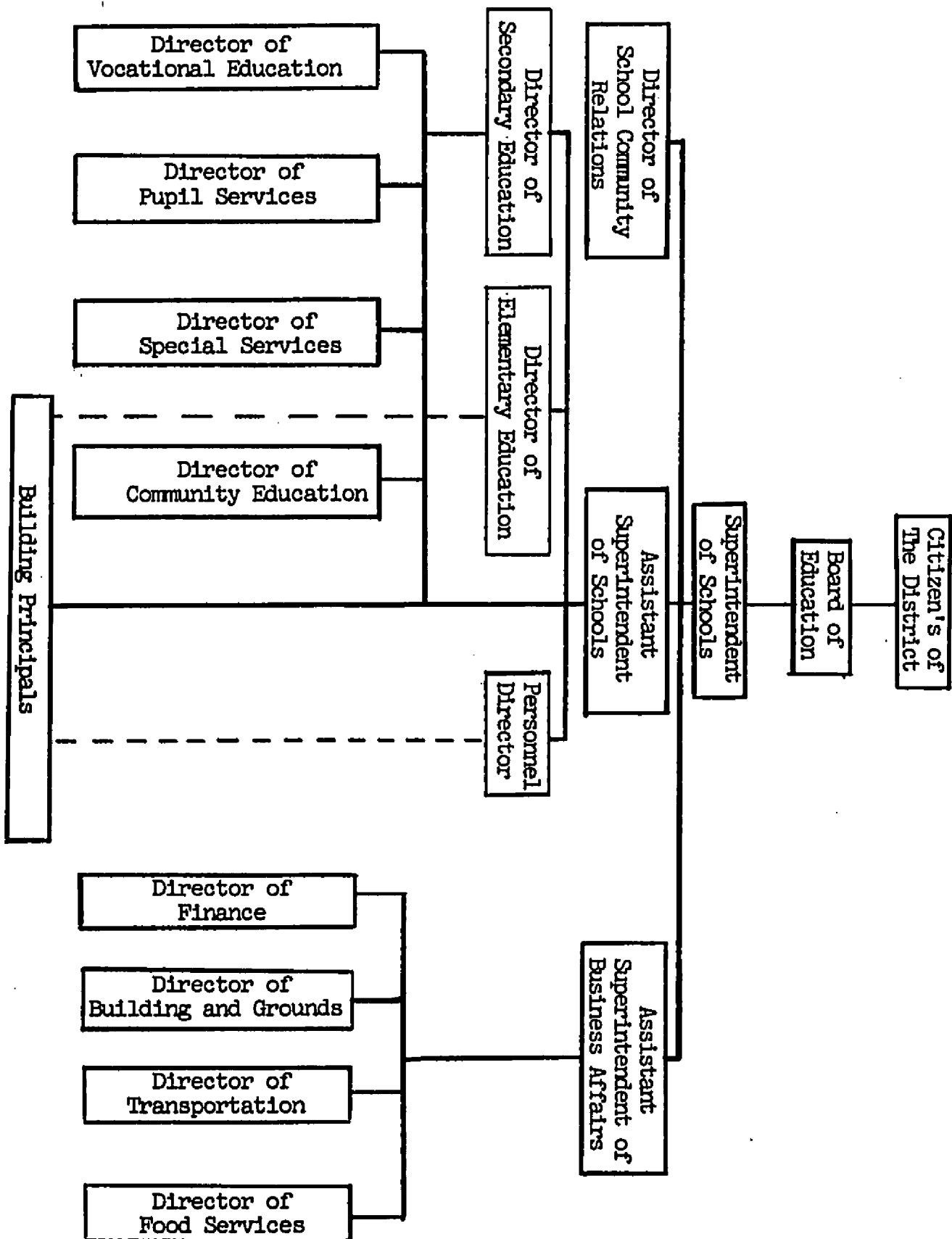
_____ Zip Code

Do you have or does there exist written job specifications for your position which outlines your prescribed duties, responsibilities, and/or authority relationship with other personnel? Yes ___ No ___ If a job description exists would you please enclose one in with the packet of other materials. If no job description exists would you please describe in your own words your position as best as you can.

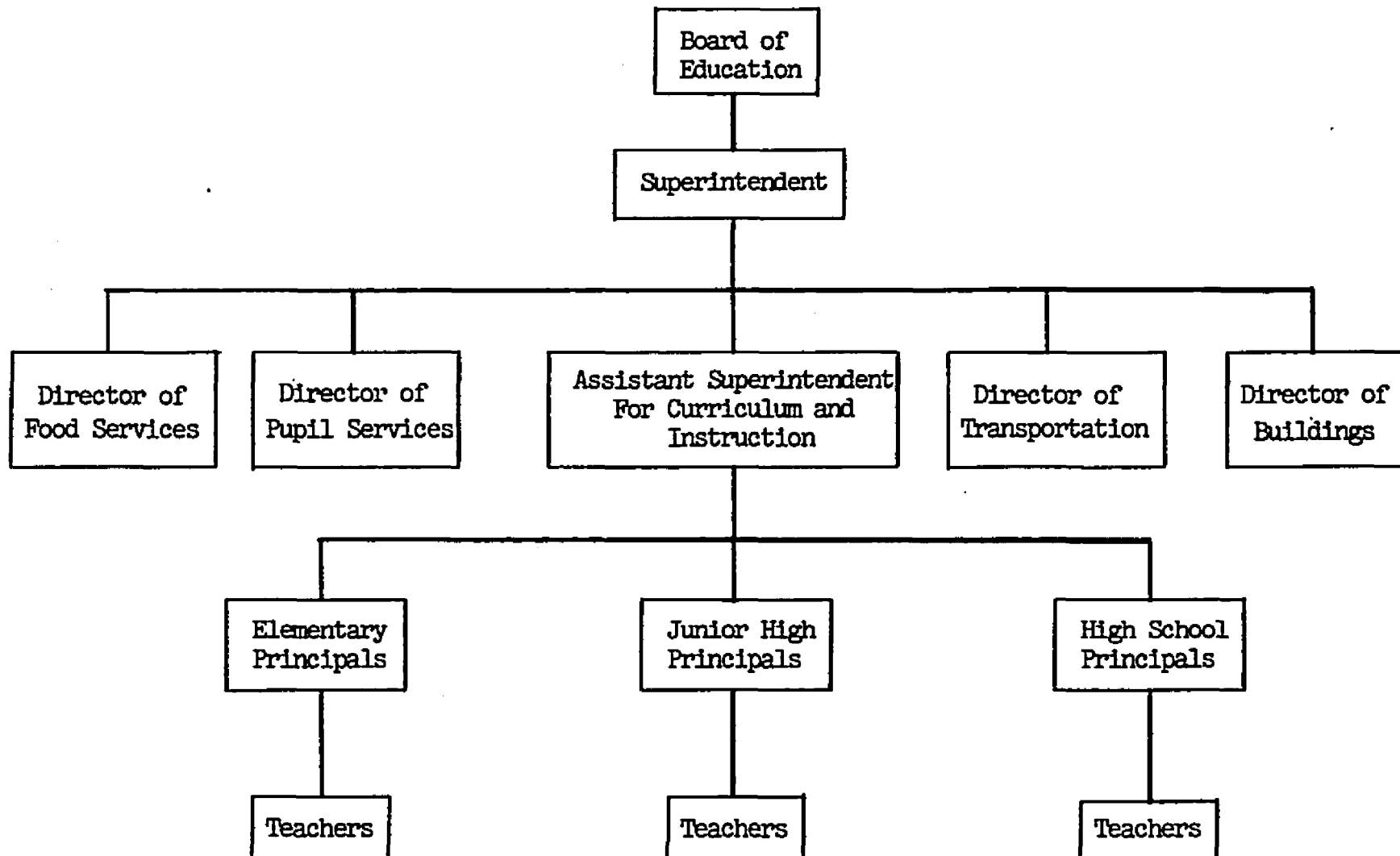
SCHOOL I



SCHOOL II



SCHOOL III



APPENDIX C

Dear _____:

This letter is being sent to you in behalf of one of my doctoral students, Mr. Roland Frank, who is embarking upon his dissertation. The general topic of this dissertation concerns itself with the formal communication patterns of the elementary school principal.

At this time we are simply exploring your feelings relative to your participation in this project. The data would be collected over a two week period of time and would require a minimal amount of effort on your part. All data collected, as well as all schools and individuals involved, would be held in the strictest of confidence. In the writing of the dissertation no mention would be made of names of schools or individuals.

If you decide to participate in this study you will be furnished a copy of the results.

Upon initial acceptance of your interest of this project Mr. Frank will contact your superintendent in order to gain his approval of the project in your school district.

Would you kindly indicate your response on the enclosed postcard and return it to me at your earliest convenience.

Educationally yours,

1. Are you interested in the project?

Circle one yes no

2. What is the enrollment of your school?

3. Do you have an assistant principal?

Circle one yes no

A Postcard

Dear (Superintendent):

This is a brief letter of introduction of myself to you and your staff. Under the guidance of Dr. Louis Romano at Michigan State University, I am attempting to complete my doctoral dissertation. The subject under consideration is "Communication Patterns of Elementary School Principals." Mr. _____, Mr. _____, and Mr. _____ of your staff have tentatively agreed to complete the necessary survey forms for this study. However, prior to beginning this study, I indicated to each principal that I would contact their superintendent and inform him of this study.

This project will require a minimum amount of time on the part of the principal and every response will be held in strict confidence. No individuals nor school districts will be identified at any time. A complete copy of this study will be sent to each participant as well as to each superintendent. The survey will take place some time in February or March of this year.

I would be more than happy to meet with you personally at your convenience to discuss this project if you feel it is necessary.

Thank you for your time and attention in this matter.

Educationally yours,

GUIDE TO DAILY INVENTORY

1. Record only those communications you send or receive that are directly related to your duties and responsibilities in your school position. This will include contacts with parents, salesmen, etc., as well as school personnel. Do not include casual conversations, social visits, etc.
2. Record contacts made through your secretary in the form of letters dictated directly to her or recorded on a dictaphone as contacts made by you. Specific directives that you give her to call someone to request information or to give instructions in your behalf should be recorded by you as if you contacted the person personally.
3. Consider yourself the communicator in all situations where you instigate the contact. For example, you might call someone and during the course of the conversation the person with whom you are talking may introduce another topic, in which case the situation switches and he would technically become the communicator. In such cases record your main subject--the purpose which motivated you to make the contact.
4. Under column 4 (A-G) you are asked to classify the content or subject of the message. Use your best judgment as to classification. If the message deals with several subjects you may check more than one column. If you feel that none of the classifications are appropriate check the "other" column.
5. Under the heading "administrative process involved" (Number 5) again use your best judgment. It is possible that you may need to check more than one column here, also.
6. In the last column (Number 6) where you are asked to note the use made of the communication, we are interested only in your initial action as a result of the communication. What did you do as a result of it? You need to respond to this column only when you are the communicatee.
7. There will be situations in which the pressure of daily events will prevent you from immediately noting more than the name of the contact. Make every effort to do this at the time of the contact. Later in the day when you have time, please recall the communication and supply the rest of the data requested.

In order to facilitate continuity in the use of the daily inventory of communications--"administrative process", each respondent will be asked to follow the list of definitions below:

1. Planning -- that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.
2. Organizing -- that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and co-ordinated for the defined objective.
3. Staffing -- that is the whole personnel function of bringing and training the staff and maintaining favorable conditions of work.
4. Directing -- that is the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.
5. Co-ordinating -- that is the all important duty of inter-relating the various parts of the work.
6. Appraisal or Evaluation -- that is the continuous examination of the effects produced by the ways in which the other functions listed here are performed.

Note: Although it is imperative to the success of the study that all communications be reported accurately, it is recognized that some will be difficult to classify. Only your best judgment is sought so it is suggested that you do not labor over making a decision when attempting to record that content of the message, administrative processes involved, or use made of the communication. Your first impression will be entirely satisfactory.

PRINCIPAL I

His Superordinates

Assistant
Superintendent
Dir. Elementary
Curriculum
Board of Education

His Coordinates

Superintendent
Dir. Non-Teaching
Personnel
Dir. Special Services
Dir. Business Office
Dir. of Maintenance
Dir. Pupil Personnel
Dir. Special Education
Dir. Secondary
Curriculum
Elementary Principals
Junior High Principals
High School Principals

His Subordinates

Dir. of Bus Garage
Dir. of Psychological
Services
Teachers

PRINCIPAL II

Superintendent
Assistant
Superintendent
Board of Education

Dir. of Purchasing
Dir. of Pupil Services
Elementary Principal
Junior High Principal
Senior High Principal

Teachers

PRINCIPAL III

Superintendent
Board of Education

Dir. of School-
Community Relations
Assistant
Superintendent
Dir. Secondary
Education
Dir. Elementary
Education
Personnel Director
Dir. Pupil Services
Dir. Special Services
Dir. Finance
Dir. Buildings and
Grounds
Elementary Principals
Junior High Principals
Senior High Principals

Dir. of Community
Education
Dir. of Trans-
portation
Dir. of Food Services
Teachers

PRINCIPAL III

His Superordinates

Superintendent
Board of Education

His Coordinates

Dir. School-
Community Relations
Assistant
Superintendent
Dir. Secondary
Education
Dir. Elementary
Education
Personnel Director
Elementary Principals
Junior High Principals
Senior High Principals

His Subordinates

Dir. Buildings and
Grounds
Dir. Transportation
Dir. Food Services
Teachers
Dir. Vocational
Education
Dir. Pupil Services
Dir. Special Services
Dir. Community
Education
Dir. Finance

POSITION

DATE _____

You may or may not have need to receive communications related to any of the following areas or functions listed below. If you do receive any which are or would be useful to you in order that you can carry out your duties and responsibilities to your personal satisfaction, please so indicate. (1) Please rate those you do receive as to your degree of need and your degree of satisfaction in regard to quantity and quality. We would also like to know: (a) from whom you receive most of the communications in the given area, and (b) if this is the person from whom you feel you should get it. (2) For those areas or functions for which you indicate you do not receive communications but for which you feel you have need, please indicate: (a) the degree of need, and (b) from whom the contact should come.

[illegible]

| Do you or should you receive communications related to the following? | Yes— Rec'd | Not Rec'd but have need | No Need | (1a, 2a) Degree of Need | | | Quantity | | | Quality | | | (1a) Who is your primary source? |
|---|---------------|----------------------------------|------------|----------------------------|------------------|----------------|-----------------------|----------|-----------------|-----------|-------------------|---------------------|--|
| | | | | Great Need | Moderate Need | Little Need | More Than Adequate | Adequate | Inade- quate | Excellent | Satis- factory | Unsatis- factory | (1b) Who should be your primary source? |
| <u>C. Pupil Personnel</u> | | | | | | | | | | | | | |
| 1. General Admission | | | | | | | | | | | | | |
| 2. Room or building assignment | | | | | | | | | | | | | |
| 3. Attendance | | | | | | | | | | | | | |
| 4. Promotion | | | | | | | | | | | | | |
| 5. Marking | | | | | | | | | | | | | |
| 6. Scheduling | | | | | | | | | | | | | |
| 7. Discipline | | | | | | | | | | | | | |
| 8. Transfers | | | | | | | | | | | | | |
| 9. Records | | | | | | | | | | | | | |
| 10. Transportation | | | | | | | | | | | | | |
| <u>D. Certified Personnel</u> | | | | | | | | | | | | | |
| 1. Procurement | | | | | | | | | | | | | |
| 2. Promotion | | | | | | | | | | | | | |
| 3. Salary | | | | | | | | | | | | | |
| 4. Absences | | | | | | | | | | | | | |
| 5. Substitutes | | | | | | | | | | | | | |
| 6. Supervision | | | | | | | | | | | | | |
| 7. In-service Program | | | | | | | | | | | | | |
| 8. Job Assignment | | | | | | | | | | | | | |
| 9. Contracts | | | | | | | | | | | | | |
| 10. Organizations & Assoc. | | | | | | | | | | | | | |
| <u>E. Non-Certified Personnel</u> | | | | | | | | | | | | | |
| 1. Procurement | | | | | | | | | | | | | |
| 2. Promotion | | | | | | | | | | | | | |
| 3. Salary | | | | | | | | | | | | | |

[illegible]

PERSONAL INTERVIEW GUIDE

Cr Form

SCHOOL _____

NAME _____

DATE _____

POSITION _____

You may or may not have need to initiate communications related to any of the following areas or functions listed below. If you do initiate any communications in order to carry out your duties and responsibilities relative to any of the areas or functions listed below, please so indicate.

| Do you <u>initiate</u> communications related to the following? | Yes | No | Give the name and position of the person(s) whom <u>you</u> <u>contact</u> most frequently. | Indicate whether you contact this person strictly because of the nature of his position in the organization or for some other reason(s) such as: his knowledge in the area, personality, experience, etc. | What month(s) do you <u>initiate</u> the most communication in the following areas? |
|---|-----|----|---|---|---|
| A. <u>Finance</u> | | | | | |
| 1. Budget development | | | | | |
| 2. Budget control | | | | | |
| 3. Purchasing of supplies and equipment | | | | | |
| 4. Requests for supplies and equipment | | | | | |
| 5. Tuition and/or transportation | | | | | |
| 6. Distribution of supplies and equipment | | | | | |
| 7. Taxes and other income | | | | | |
| B. <u>Building and Grounds</u> | | | | | |
| 1. New construction | | | | | |
| 2. Remodeling or major repair | | | | | |
| 3. General Maintenance | | | | | |
| 4. Operation | | | | | |
| 5. Rental | | | | | |
| 6. Safety | | | | | |

| Do you initiate communications related to the following? | Yes | No | Give the name and position of the person(s) whom <u>you</u> <u>contact</u> most frequently. | Indicate whether you contact this person strictly because of the nature of his position in the organization or for some other reason(s) such as: his knowledge in the area, personality, experience, acquired status | What month(s) do you <u>initiate</u> the most <u>communication</u> in the following areas? |
|--|-----|----|---|--|--|
| C. <u>Pupil Personnel</u> | | | | | |
| 1. General admission | | | | | |
| 2. Room or building assignment | | | | | |
| 3. Attendance | | | | | |
| 4. Promotion | | | | | |
| 5. Marking | | | | | |
| 6. Scheduling | | | | | |
| 7. Discipline | | | | | |
| 8. Transfers | | | | | |
| 9. Records | | | | | |
| 10. Transportation | | | | | |
| D. <u>Certified Personnel</u> | | | | | |
| 1. Procurement | | | | | |
| 2. Promotion | | | | | |
| 3. Salary | | | | | |
| 4. Absences | | | | | |
| 5. Substitutes | | | | | |
| 6. Supervision | | | | | |
| 7. In-service program | | | | | |
| 8. Job assignment | | | | | |
| 9. Contracts | | | | | |
| 10. Organizations and associations | | | | | |

| Do you <u>initiate</u> communications related to the following? | Yes | No | Give the name and position of the person(s) whom you <u>contact</u> most frequently. | Indicate whether you contact this person strictly because of the nature of his position in the organization <u>or</u> for some other reason(s) such as: his knowledge in the area, personality, experience, acquired status, etc. | What month(s) do you <u>initiate</u> the most <u>communication</u> in the following areas? |
|---|-----|----|--|---|--|
| E. <u>Non-Certified Personnel</u> | | | | | |
| 1. Procurement | | | | | |
| 2. Promotion | | | | | |
| 3. Salary | | | | | |
| 4. Absences | | | | | |
| 5. Substitutes | | | | | |
| 6. Supervision | | | | | |
| 7. In-service program | | | | | |
| 8. Job assignment | | | | | |
| 9. Contracts | | | | | |
| 10. Organizations and associations | | | | | |
| F. <u>School-Board Matters</u> | | | | | |
| 1. Policy | | | | | |
| 2. Agenda | | | | | |
| 3. Notice of meeting | | | | | |
| 4. Request for attendance at meeting | | | | | |
| 5. Board action | | | | | |

| Do you <u>initiate</u> communications related to the following? | Yes | No | Give the name and position of the person(s) whom <u>you</u> <u>contact</u> most frequently. | Indicate whether you contact this person strictly because of the nature of his position in the organization <u>or</u> for some other reason(s) such as: his knowledge in the area, personality, experience, acquired status, etc. | What month(s) do you <u>initiate</u> the most <u>communication</u> in the following areas? |
|---|-----|----|---|---|--|
| G. <u>Instructional Matters</u> (Curricular) | | | | | |
| 1. Curriculum development | | | | | |
| 2. Instructional materials | | | | | |
| 3. Testing program | | | | | |
| 4. Articulation (Grade level or subject matter) | | | | | |
| (Co-curricular) | | | | | |
| 1. Student organization | | | | | |
| 2. Intra-school activities | | | | | |
| 3. School publications | | | | | |
| 4. Activities fund Accounting | | | | | |
| 5. School assemblies | | | | | |

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