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EXTERNAL ORGANIZATIONAL COMMUNICATIONS: THE
RELATIONSHIP BETWEEN ATTITUDE AND
INFORMATION IN SCHOOL DISTRICT
POPULATIONS

By

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CHAPTER I

THE PROBLEM AND SETTING

A brief survey of current public opinion literature in the realm of institutional education reveals the decline of public confidence in this country's public and private institutions of learning. In a recent composite of polls, Gallup indicated that over the past five to ten years, public attitude toward education institutions has declined considerably.

In the above mentioned composite, through a system of grade rating, Gallup has allowed communities to indicate how much confidence they have in their institutions of learning. Below are the combined nation wide ratings given the public schools by local residents for the last five years, the period in which Gallup has employed the grade rating system:

Ratings Given the Public Schools	% 1978	% 1977	% 1976	% 1975	% 1974
A ratings	09	11	13	13	18
B ratings	27	26	29	30	30
C ratings	30	28	28	28	21
D ratings	11	11	10	09	06
FAILURE	08	05	06	07	05
DON'T KNOW					
NO ANSWER	15	19	14	13	20 ¹

Other indirect but perhaps more pragmatic indicator of the national trend toward failing confidence in public schools is the frequency of

¹George H. Gallup, A Decade of Gallup Polls of Attitudes Toward Education, (Indiana: Phi Delta Kappa, Inc., 1978), p. 337.

the fiscal problems of the country's school systems. These difficulties have come about through the failure of bond issues, mandated budget cuts and among other factors, the refusal of local communities to provide the necessary resources for administrators to operate effectively.

CLEVELAND. The school system is not only broke but existing on a \$20.8 million startup loan from the state. Getting through the year will require a fiscal miracle. Taxpayers voted² down an increase in the school levy last April and June.

Additional indication of a failing confidence is the growing criticism of efficiency with regard to the schools and systems.

Three years after the worst antibusing acrimony, South Boston High School, now 41 percent black, opened peacefully. Suspensions have dropped from 1800 in 1976 to 275 last year. An intensive school-within-a-school system helps coach slow learners. But achievement scores are still way down, and critics complain that teachers are mainly 'peacemakers and babysitters.' Says Mary Ellen Smith of the Citywide Education Coalition, a probusing group: 'The issue in Boston is no longer where kids go to school or the race of their classmates, but whether the public schools can offer a quality education.'³

An internal view of the profession leads one to believe that professional education administrators, as well as teachers and the entire gamut of institutional staff personnel, are becoming better prepared, more qualified and generally have received more extensive specialized training for their positions, managerial and otherwise, than in past years.⁴

²E. L. Jamieson, Chief Editor, "Education: Back to School Blues," Time, Vol. 112 (September 18, 1978), p. 75.

³Ibid., p. 76.

⁴This information gleaned through a review of certification requirements over a 20-year period in both state and higher education institutional standards.

Moreover, many of the schools and/or systems which are operating in the context of such negative public opinion are judged to be operationally efficient in varying degrees through established criteria by legitimate accrediting agencies such as state departments of education as well as respected accreditation agencies like the North Central Association of Schools and Colleges. Too, these same schools, in many cases, are performing above the national average with respect to quantitative measures such as nationally standardized tests.⁵

If factors of performance are controlled, one may suspect that the problem of credibility in the public view lies in part in the failure of the spokespersons for these institutions, namely the chief administrators or their delegates, to communicate effectively with the clientele and/or public as to what the institutions are doing and why they are doing things the way they are.

There is evidence in the files of any sizeable school office of consistent attempts to disburse information in the forms of newsletters, minutes of meetings, news release articles, and a variety of methodology. All of these seek to inform the public as to the critical issues and problems of the institutions as well as proposed solutions. This seems to further legitimize an assumption that the negative posture of the public may be a result of a failure to communicate.

Significance of the Study

A development in the study of school administration in recent

⁵Roger C. Farr, "The Administrator's Role in Disseminating Research- or What Do I Tell the Reporter?," University Council for Educational Administration Seminar (University of Indiana), November, 1978.

years has been some increased attention to the problem of communications within organizations. The number of doctoral dissertations as well as journal articles and books indicates that communications is a recognized problem for management in school institutions.

Studies such as those conducted by Charters, Lipham and Francke are regarded as solid empirical studies which concentrate in the main on internal communications problems. Downs and Hazen have recently developed the communication satisfaction survey to measure employee perceptions of an organization's communications system.⁶

A more established approach to the study of communication networks utilizes the Episodic Communications Channels in Organizations (ECCO), developed in the early 1950's by Davis.⁷ ECCO analysis is used to provide a detailed description of an institution's communication patterns and how they accommodate different messages.

However, the problem of communication with the public, the body which supplies monetary support to the institution, has not been studied to the same degree. The following review of literature will deal primarily with studies of public communication efforts which are sometimes referred to as information dissemination.

⁶W. W. Charters, J., "Stability and Change in the Communication Structure of School Faculties," Educational Administration Quarterly, Vol. 5 (1969), pp. 15-38; James M. Lipham and Donald C. Francke, "Nonverbal Behavior of Administrators," Educational Administration Quarterly, Vol. 2 (1966), pp. 101-109; Cal W. Downs and Michael D. Hazen, "A Factor Analytic Study of Communication Satisfaction," Journal of Business Communication, Vol. 14 (1977), pp. 96.

⁷Keith Davis, "Methods of Studying Communications Patterns in Communication," Personnel Psychology, Vol. 6 (1953), pp. 301-312.

CHAPTER II

REVIEW OF LITERATURE

A review of recent literature in the area of institutional communication with the public and its relationship with public attitude leads one to a rather broad based body of relevant knowledge. The variety of resources used in the study of communication of information and its effects on public attitude is no doubt due to the variety of disciplines crossed when one attempts to study the relationship of the two concepts. Moreover, the relationship of information and attitude is of interest to an equally wide variety of fields inclusive of education administration, political science, psychology, sociology, communications, business administration, marketing, economics, and nearly every endeavor which seeks to or is obliged to influence the general public through communication efforts.

One of the basic problems associated with policy determination lies in the difficulty administrators realize when attempting to communicate effectively with their constituents. A recent research effort analyzed factors which were significant to the voter in a bond issue campaign and how those factors interrelated. The authors examined various elements of the communication process used and the relations of these elements.¹ McCain and Wall hypothesized that there would be more

¹Thomas A. McCain and Victor D. Wall, Jr., "A Communication Perspective of a School Bond Failure," Education Administration Quarterly, Vol. 12, No. 2 (Spring, 1976), pp. 1-17.

individuals favoring the given bond issue among the members of the community who received personal contact, printed material, and that there would be more people who favored the bond issue among the portion of the community which had children attending the district's schools. It seems to follow that information received by community members which is mentally processed and operational has a substantial effect on the attitude of same.

Conclusions drawn by McCain and Wall suggest that there are a variety of factors that contribute to attitude and/or the behavior of members of a district's community. However, the data also indicate that there are key communication elements that must be considered when organizational leaders attempt to establish or shape the attitudes of members of a district's community.²

Another recent study collected evidence about public understanding of education policy, compared it to similar understandings of other public fields and discussed some of the steps that might be taken to deal with the prevailing levels of understanding by the public with regard to education.³ The author cites a number of surveys measuring quantity of information and public attitude which seemed to indicate that the public was only fairly well informed about local schools and very poorly informed about education itself.

²Ibid.

³Dale Mann, "Public Understanding and Education Decision Making," Educational Administration Quarterly, Vol. 10, No. 2 (Spring, 1974), pp. 1-18.

We also need to recognize a second distinction--that between knowledge about, and attitudes toward public schools. Assuredly, a great many people have attitudes about the public schools but those attitudes or opinions are based on widely varying amounts of information.⁴

When Mann asked a sampling of administrators whether or not lay people should participate in policy decision making, seven percent said they should not participate. Among those who said they should participate, a frequent qualification was the lack of understanding and knowledge on the part of the lay people. This evidence suggested that the public had very low levels of knowledge about education, and that the gap between the knowledge base of the public and that of the professional educator has been used to exclude the public from participation in educational decisions. This lack of knowledge along with the resulting circumstances has perhaps contributed to the varying but increasingly negative attitudes held by the public toward education institutions.

Mann also reviewed the results of studies associated with the public's knowledge about other public policy areas. As one might expect, the low knowledge levels are also present here. In his conclusions, Mann offers some evidence that lay participation is at least stable if not increasing and that overriding issues such as finance require participation by the public. Moreover, if participation should be at a higher level it behooves school personnel to attend to the levels of understanding and information processes which will make the public rational.⁵

⁴Ibid., p. 16.

⁵Ibid.

In a less recent work, the relationship of information and attitude change was studied in an experimental setting. The subjects were given a pretest of attitudes toward fallout shelters and an assessment of their knowledge concerning the requirements of such facilities. They were then assigned to treatment and nontreatment groups and the treatment group received a message advocating such shelters as well as general primary, factual information. All subjects were then retested with regard to attitude and knowledge.⁶ Correlations which were fairly strong (significant at $p < .05$) indicated that attitude change is consistently related to information gain. The study also produced evidence indicating that where an attitude is substantial, additional information will often serve to increase the magnitude of the attitude regardless of its positive or negative disposition. Greenburg concludes with a discussion of causation and in sum suggests that the information and attitudes interact with one another but neither can be assessed as having causative features over and above its counterpart.⁷

Eagly and others in the field of social psychology have studied the relationship between public opinion and communication with special attention to the communicator. These scholars have suggested that inferred communicator bias will affect the opinions of information recipients. In their experimentation, regardless of the type of bias the subject expected, they were more persuaded and rated the communicator as more unbiased when their expectancies were disconfirmed.

⁶Bradley S. Greenberg, "On Relating Attitude Change and Information Gain," Journal of Communications (January, 1964), pp. 157-171.

⁷Ibid.

Confirmation of reporting bias was associated with inferences of communicator insincerity and manipulation intentions.⁸

The application of these findings to educational administration seems to indicate that information initiated by the administrative officer of an education institution may be perceived by the recipient as biased. The circumstance may result in an attitude or opinion change which is not expected or desirable from the point of view of the education administrator if factors related to the communicator's person are overlooked or ignored.

A study which concentrated on the information aspects of communication efforts hypothesized that the accuracy of communication would be increased as the number of feedback channels increased and that accuracy of communication would be greater for audio feedback than for video feedback.⁹ The author's findings supported the hypothesis concerning audio feedback; however, when only one visual feedback mechanism was added there was no significant improvement in the accuracy of the communication effort.¹⁰ These findings are, however, important in the context of this review when considering that feedback mechanisms are often overlooked or ignored except in the case of failed bond issues or equally dramatic indications of the perceptions of communication recipients.

⁸Alice H. Eagly et al., "Causal Inferences About Communicators and Their Effect on Opinion Change," Journal of Personality and Social Psychology, Vol. 36, No. 4 (1978), pp. 424-435.

⁹W. Clifton Adams, "The Effect of Various Channels of Feedback on the Communication of Information," Speech Monographs, Vol. 40 (June, 1973), pp. 13-16.

¹⁰Ibid.

A somewhat less quantitative study has attempted to describe the external communication problem of school systems and some of the antecedents which contribute to the escalation of this problem in America's city school systems. Factors described as antecedent to external communication breakdowns were as follows:

1. Emphasis on public relations, or the condition that positive or neutral information disbursed to the public was viewed as an attempted "glossing over" of weaknesses.
2. Problems related to the lack of specific information available to local groups pertaining to decisions which were of concern to local or specific schools.
3. Factors associated with inaction on the part of the school administrators.¹¹

Conclusions indicated the obvious repair of the indicated conditions was vital and, in general, the necessary increase in attention given to communication efforts must be implemented. The study suggests that a person's lack of information or knowledge about education is correlated with a negative attitude toward it and that the communication efforts by school systems are failing.

A study of political activism which measured intellectual competence and political ideology estimated that there would be differential levels of participation. The results indicate that no general statement could be made concerning the intellectual competence of those possessing a particular ideology. Rather, both level of activism and

¹¹Thomas R. Williams, "Urban Schools and External Communications," Administrator's Notebook, Vol. 17, No. 5 (1969), pp. 17-23.

dimension of intellectual competence had to be taken into consideration.¹² The relative importance of this study is found in its attendance to intellectual competence as measured by information, knowledge and its relationship to political attitude or opinion.

In a work more directly associated with attitude change, Miller has studied the relationship between frequency of exposure to a stimulus object to the respondent. Building on work by Zajonc also cited in the rationale for this study, Miller concludes that, while there is substantial evidence from a variety of stimulus objects that, indeed, information and attitude are correlated closely, very little has been done to test the effect using such socially meaningful stimuli as public issues or political candidates.¹³ Zajonc and others have suggested that the sometimes curvilinear relationship stems from psychological reactance. When individuals believe that persuasive manipulation infringes upon their freedom, they often react in a way opposite the persuader's intention.

The data analysis revealed that attitudes toward reduction in foreign aid were significantly enhanced by moderate exposure to a stimulus poster. The results indicated that, while attitudes are positively affected through exposure to stimuli, overexposure may cause at least a temporary negative effect on attitude in a subject.

A research effort which places the two variables (information level and quality of attitude) in a different context was conducted

¹²Warren H. Jones, William W. Rambo, and Phillip D. Finney, "The Relationship Between Political Ideology and Information as a Function of Participation," The Journal of Social Psychology, Vol. 95 (1975), pp. 221-225.

¹³Richard L. Miller, "Mere Exposure, Psychological Reactance and Attitude Change," Public Opinion Quarterly, Vol. 40 (1976), pp. 229-233.

by a researcher at Northern Illinois University.¹⁴ Kaplan found that judgments about a particular issue typically became more extreme following discussion of an issue having some prevailing value for the judgment. Moreover, a finding linked closely to this study was that informational influences better accounted for post-discussion influences and judgment shifts than did conformity to other's positions. The work held as its primary thesis that informational and source effects are explicable within the same theoretical model of social judgment (attitude), and in information integration theory. Discussion affects the amount and the values of integrated information, while source factors may affect the weight of integrated information. All hypotheses proved tenable.

Another study conducted in the context of the jury trial revealed further evidence of the positive correlation between objective information and judgment or attitude disposition.¹⁵ Four separate experiments researched the possible dependence of persuasion on cognitive factors. In all experiments the amount of objective information was varied on both sides of the court case. Analysis indicated that subjects may have derived their opinions (attitudes) from their cognitions about the case. The correlation also held over extended time lapse. The results strongly suggested (as did the above mentioned study) the general form of an information processing theory of persuasion.

¹⁴Martin F. Kaplan, "Discussion Polarization Effects in a Modified Jury Decision Paradigm: Informational Influence," Sociometry, Vol. 40, No. 3 (September, 1977), pp. 262-271.

¹⁵Bobby J. Calder, C. A. Insko and B. Yandell, "The Relation of Cognitive and Memorial Processes to Persuasion in a Simulated Jury Trial," Journal of Applied Social Psychology, Vol. 4, No. 1 (1974), pp. 62-93.

In yet another study one may abstractly place the subject in the context of a school district's public and information concerning consequences as a behavioral function of attitude in the context of taxation. Goethals and Cooper tested hypotheses which stated that the timing of self justificatory attitude change following forced compliance is not reversed by unexpected information regarding the nonoccurrence of anticipated consequences.¹⁶ All hypotheses were supported. The last finding placed in any context seems somewhat contrary to rational behavior and seems to stem exclusively from what might be called the human dimension. People justify the very worst of all possibilities immediately after behavior, after which unforeseen information about a dissonance-reducing possibility cannot undo a negative attitude change.

A "North Atlantic Treaty Organization" senior research fellow working at the University of Southampton in England recently constructed three hypotheses concerning the relative presentation order of persuasive communications.¹⁷ The study, which employed eighty-eight undergraduate men and women in a large Midwestern university, provides considerable empirical support for the relationship between recency of information and attitude change. Differential patterns in attitude levels as well as information retention suggest that there may be hierarchical connotative-denotative memory structure. Moreover if indeed there is a singular hierarchical structure within the mind

¹⁶George Goethals and Joel Cooper, "When Dissonance is Reduced: The Timing of Self-Justificatory Attitude Change," Journal of Personality and Social Psychology, Vol. 32, No. 2 (1975), pp. 361-367.

¹⁷William D. Crano, "Primacy Versus Recency in Retention of Information and Opinion Change," Journal of Social Psychology, Vol. 101, (February, 1977), pp. 87-96.

which includes attitudinal as well as information recall or memory systems, educational research must study this function in a way reasonable to these propositions.

An interesting article written by a Soviet psychologist concludes that the penetration of information, aided by the spread of literacy, has brought about far-reaching changes in people's consciousness and their attitudes toward objective facts and toward themselves. Sherkovin states:

Under socialist conditions, this practice is not at odds with the striving of society's members to achieve purity and lucidity in their everyday consciousness--an aim that entails not a denial or repudiation of real life--not a loss or perversion of its meaning for man, but rather the denial and repudiation of inadequate concepts that reflect this life in a perverted way. At the same time, such an ambition creates a psychological climate for the assimilation of appropriate concepts, an adequate ideology, as well as a situation that appears objectively as a drive toward socialist ideology, toward a scientific socialist consciousness. The other approach . . .

No doubt referring to the Western empiricists who strive for natural truth in the universities of democratic nations, he continues:

. . . the unscrupulously pragmatic approach strives to discover the most manipulatory techniques for the intellectual mystification of the toiling masses and the transformation of mass communications into a means of maintaining a status quo instituted by the ruling class, into a narcotic to numb the sense of protest against social injustice.¹⁸

In sum, it seems of importance to note that the Marxist student of communications also supports the positive relationship between attitude and quantity of information even though he obviously takes a vastly different approach from what scholars in this nation and others have come to know as support for theory and ultimately natural law.

¹⁸Yu. A. Sherkovin, "The Mass Media and Their Role in Social Lives," Soviet Psychology, Vol. 11, No. 1 (1972), pp. 64-84.

A researcher at the University of Denver has undertaken the study of information and opinion or attitude variables along with the intervention of prior bias.¹⁹ In two experiments subjects were administered an instrument which substantiated their acquisition of prior probability biases. They were then assigned an information processing task which indicated not only the information seeking behavior but also their formulated opinion or attitude toward a given subject. The probability bias significantly affected the amount of information subjects sought for a decision favored by the bias. Information processing seems to be affected by prior probability biases. Subjects discriminate between disconfirming and confirming kinds of data, weighting data of the less frequent event more heavily for subjective opinion change. Finally, the magnitude of this discrimination is positively correlated to the prior probability bias.

Due to concern in communications research as well as other research associated with attitude and attitude change, Nosanchuk and others have approached a widely recognized problem associated with the standard pretest-treatment-posttest design.²⁰ Much of the related research has suggested that so-called reactive effects occur whenever the testing process itself provides a stimulus to change or maintain a behavior. Therefore, in an experiment on the effect of a persuasive communication

¹⁹C. Richard Chapman, "Prior Probability Bias in Information Seeking and Opinion Revision," American Journal of Psychology, Vol. 86, No. 2 (June, 1973), pp. 269-282.

²⁰T. A. Nosanchuk, Leon Mann and Irene Pletka, "Attitude Change as a Function of Commitment, Decisioning, and Information Level of Pretest," Educational and Psychological Measurement, Vol. 32, No. 2 (1972), pp. 377-386.

on attitude change, the initial pretest may serve as a stimulus to modify or to resist attitudinal changes in subjects.

The results of this carefully accomplished study indicated that the pretest alone had no significant effect on the attitude change; however, the experimentation also provides some evidence that if a decisioning process is incorporated prior to the communication it seems to facilitate change in attitude.

A more comprehensive study associated with schools and their public conducted through a contract with the United States Office of Education has revealed some consistent and important findings associated with communication and attitudes as demonstrated by public participation in educational decisions.²¹ Following extensive analysis of the communication process of several school systems the authors state:

The schools and the voters are in many instances far apart, far from the basis of understanding needed to assure support for public education. The reasons are many. The effects are destructive of progress. The answer is not simple. Nevertheless, only one answer is possible: better communication. Communication must stir valid and strong response; communication must tap the values of the voter and also facilitate his expression of those values.

Any attempt to attain better communication must necessarily consider reasons for the distance between schools and voters and the effects this distance has on their relationship. We have seen some of the reasons and their effects. Two reasons stand out: the different values of school people and voters, with resulting frustrations for both, and the increasing size of school districts, with a concomitant professionalization of the administrator role. The first brings unsatisfying participation and scathing criticisms. The second brings little participation at

²¹Richard F. Carter, "Voters and Their Schools," Institute for Communication Research (Stanford: Stanford University Press, 1960).

all, as voter perceives no efficacy in his attention to school policy. The administrator has the initiative; the voters are passive, now and then voting 'yes' or 'no' on a proposal. Rarely do voters have a choice between two policy alternatives. The commission states: 'The illusion that the communication process is complete once a message is carefully thought out and placed in channels can be, in fact, a barrier to communication.'²²

As far as actual knowledge, the research group found that the least known areas of education by a district's population were factors of performance by their own districts. People seemed to know very little about the humanities, occupational opportunities, and the emotional development of students. The task performances best known were the "3rs," the ability to live and work with others, loyalty to the United States, and learning a sense of right and wrong. Although cities varied in the amount of knowledge they possess about the performance of their districts, the rank correlation in these orderings is .97. Carter also found that in a given city only one percent of the voters could name their local superintendents and two board members from each of the districts. Fifty-eight percent of the population knew none at all.²³ In sum, the study has provided a great deal of specific information regarding the knowledge level of populations, the participation level of populations, and the general attitude as expressed through voting and survey information.

Finally, the literature has suggested that a low level of information is generally accompanied by a negative or at least the absence of a positive attitude toward a complex construct. The correlation between

²²Ibid.

²³Ibid.

knowledge or information level as it increases is not clearly positive when the correlate is attitude; however, the preponderance of research indicates that there is a resultant change in attitude when the information or knowledge level substantially changes.

Objective of the Study

Research has indicated that the pervasiveness of communication in a school makes it a fundamental process in educational administration,²⁴ and the following question is deemed appropriate for study: Is there a relationship between the quantity of information held by the public and the public's attitude toward a given educational institution by the community it serves?

A Rationale

There is substantial evidence to support the basic psychological theory that, in higher order attitudes, familiarity is associated with positive affect. A study conducted by R. B. Zajonc in 1968 assembled an impressive array of facts to support the above mentioned relationship.

He presented 154 pairs of antonyms (for example, able-unable, good-bad, high-low, etc.) to college students and asked them to indicate which word they preferred. He also observed the frequency of occurrences of these words in printed English text. In 82 percent of the cases the preferred word had a higher frequency in the English text than did the nonpreferred word. The correlation between the likeability ratings and

²⁴Wayne K. Hoy and Cecil Miskel, Educational Administration: Theory, Research, and Practice (New York: Random House, Inc., 1978), p. 257.

the logarithm of the frequency counts was .83 (highly significant).²⁵

Further consistent evidence can be found in a study conducted by Jaspers, VanGuer, Tajfel, and Johnson. Dutch children judged pictures according to whether they were "Dutch" or "nonDutch." They also rated the pictures on a dislike-like dimension. There was a significant tendency for those pictures perceived as being Dutch by large proportion of the children to be rated as more liked, and conversely, for those pictures seen as Dutch by a small proportion of children to be rated as less liked. Moreover, this tendency was present in all the data, regardless of the age, sex, religion, or socioeconomic level of the child.²⁶

A preponderance of evidence seems to indicate that people tend to have more positive attitudes toward subjects about which they are more familiar. Too, the nature of effectively transmitted cognition which serves to develop or cause change in attitude seems to be reflected or positively correlated with the affect component of the attitude. In sum, an attitude may be conceived of as being composed of three major components: (1) a cognitive component or the information one holds about a given subject; (2) an affective component which evaluates the subject; and (3) a behavioral component which reflects the predisposed actions of an individual toward a given subject.²⁷

²⁵R. B. Zajonc, "The Attitudinal Effects of More Exposure," Journal of Personality and Social Psychology (1968), pp. 1-27.

²⁶F. M. J. Jaspers, J. O. Van DeGuer, and N. Johnson, "On the Development of International Attitudes," Psychological Leader (1956), pp. 15-27.

²⁷Harry C. Triandis, Attitude and Attitude Change (New York: John Wiley and Sons, 1971), p. 76.

Further support is found in a field research effort conducted by the Pennsylvania Department of Education which culminated in the publication of guidelines for public school communications.²⁸ They have contended that there is a major and increasing gap between what educators would like schools to do for children and what the general public thinks schools are doing. Educators are under fire for everything from spending too much money to not maintaining discipline. They return the charges with criticism of the public for being too tight with the dollar and using teachers as babysitters. The above mentioned document has posited the following reasons why the educators and the public have drifted apart:

1. Schools have changed a great deal in recent years. The curriculum, methods, facilities, even the nature of the teacher--once passive and now militant--are far from similar to 20 or 30 years ago when the present middle aged population was in school.
2. Many of these changes have taken place in the space of a few years when money was plentiful. Educators and boards, finding citizens more concerned with television and the backyard barbeque than schools, went ahead and instituted programs and services, usually without the knowledge of most citizens.
3. A major population shift in urban areas has left the inner city with large pockets of culturally disadvantaged students and a reduced tax base while bedroom suburbs with white college bound student bodies have flourished.
4. The competition for the public tax dollar has reached a feverish level. Welfare, police and fireman, roads, health, conservation, the military, and agriculture are in the same line for money as schools' representatives for those agencies want money for better pay, increased services and more programs. Education is no longer at the front of the line.

²⁸Albert E. Holliday, "Guidelines for Public School Communications," Unpublished Manuscript, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1970.

5. The black revolution of "Change Now" has confronted urban school systems with demands for relevancy of education for black children. White administrators and board members are told to move out in favor of community control.
6. There is a national trend toward accountability. Taxpayers want to see results, especially in high cost areas. Taxpayers have a hard time understanding why their school district spends \$1000 per pupil while a nearby district appears to provide similar education for \$750. Taxpayers wonder why in 1970 a national campaign for the 'Right to Read' is necessary--they thought reading was one of the primary tasks of schools all along. They wonder why today's school discipline is not as they knew it. They wonder why many school houses are shut down each day at 3:00 p.m. and are empty 60 days a year. They wonder why some administrators are afraid to release standardized test scores of the district.
7. Teachers are no longer docile and willing to work for minimal salaries. Citizens have a hard time adjusting to the militant teacher, many of whom they see as well paid for nine months' work.
8. Educators have such a high regard for their colleagues' professional ability that they unconsciously minimize the value of outside opinion. Often they make decisions based entirely upon the judgment of those only within the academic circle. Noneducators are often viewed as outsiders and educators tend to regard outsiders with suspicion.
9. Educators too frequently have a false impression about their ability to communicate. As education is basically a communication process, educators assume they are communicators by the mere fact that they are educators. Yet, few educators have little, if any, communication experience or training. Few administrators have ever been exposed to a basic course in communication.
10. Consolidation of schools has resulted in a change in formerly close, personal ties between school officials and citizens.²⁹

Finally, the above factorial approach to the information gap offers substantial justification for the proposal that educators and researchers

²⁹Ibid.

in the field of administration study closely the relationship between information and attitude.

A field research effort conducted in a medium-sized midwestern city has provided further support for the relationship between quantity of information and attitude.

In general, the respondents favored the staff more, the closer they were to the classroom: teachers were perceived as doing an excellent or good job by 52 percent of the respondents; principals were perceived as doing an excellent or good job by 42 percent; and administrators, 28 percent.³⁰

The above findings seem to indicate that people who are indeed closer to the school system and therefore more knowledgeable of it are more positively affected toward the system. In the same work, additional findings were as follows:

Only 44 percent of the public opinion respondents felt that the public schools are doing an excellent or good job of teaching students, compared to 61 percent of PTA members who think the schools are doing an excellent or good job. This is a very positive indication that the public which is active and informed in our schools is generally satisfied with the quality of education that we have.³¹

The implications are clear for the public or private school management. If an administration is clearly and effectively communicating with its public and is implementing measures to provide relatively complete information concerning general educational strategies as well as posited solutions for current problems, there will be more positive behavior directed toward the system as an operationalization of attitudes.

³⁰Little Rock Metropolitan Chamber of Commerce, "Little Rock Public Schools Public Opinion Survey," Unpublished Manuscript, Center for Urban and Governmental Affairs, University of Arkansas at Little Rock, Little Rock, Arkansas, June, 1978.

³¹Ibid.

The communications problem, however, may not be the same in every district. The sophistication of a large urban district poses a much greater problem with regard to communication due to its relative complexity as well as that of the diversified multicultural setting in which such a district is generally found. Conversely, the small rural district which operates generally in a unilateral cultural context is simple by comparison and can explain its relatively uncomplicated structure and function with much greater effectiveness and with much greater ease.

An individual's circumstances relative to children (having or not having children currently enrolled in the school system) has been reported with conflicting findings. Gallup's study concluded that the attitude variance was not associated with an individual's circumstances relative to children. His findings would seem to add support for a positive correlation between quantity of information and attitude.³² The Center for Urban and Governmental Affairs study, on the other hand, found that a person's social and intellectual proximity to the school system seemed to affect his or her attitude. The Center study has suggested that being an individual involved in the school system will affect their attitude. These authors, however, have not hypothesized a relationship between the proximity variance (circumstances relative to children) and the quantity of information variable.³³

Considering the above mentioned findings, and the fact that many administrators make little or no effort to communicate with the portion

³²Gallup, 1978.

³³Little Rock study, 1978.

of the district's population which are not directly involved in the school system, it seems appropriate for this research to control for a respondent's circumstances relative to children. The findings should be helpful to research in and the practice of public communication by educational administrators.

Another variable which may be related to quantity of information and attitude is an individual's education level (years of formal education). The logic associated with the prerequisite course design in formal education would seem to indicate that an individual's level of sophistication concerning a given subject dictates the quantity of information which can be internalized regarding a complex construct. The grade level system associated with an individual's reading competence seems to also contribute to the suspected relationship between formal education level and quantity of information held by an individual.

A substantial variance in education level and understanding of the school system may be described in the following way. The administrator for a system is a person who holds graduate degrees in the field of education. He or she has expectations of sophistication and comprehensive knowledge placed on him or her by staff, board of education, and peers. This person's tendency then, is to communicate about the school system in a style concomitant with his or her level of understanding of education. These circumstances generally facilitate a communication effort which is complex and sophisticated. However, the communication is also usually uncomprehensible to the untrained and sometimes disinterested communication receiver.

Most of the literature, however, fails to deal with the above described problem specifically. The Little Rock study indicates that

there seems to be a tendency toward a negative correlation between level of education and positive attitude. However, the sample selection process for that study appears to have been somewhat biased.³⁴ The probable relationship between level of education and quantity of information and between level of education and attitude are important to this research, primarily because the above relationship may affect the amount of information that an individual can understand and hold about his or her school district. Secondly, measuring the relationship between an individual's education level and attitude toward the school system would seem to further validate or refute the primary proposition regarding quantity of information and attitude.

Hypotheses

The following hypotheses are then posed:

Hypothesis 1. The quantity of information held by an individual will be positively related to his/her attitude toward his/her school system.

Hypothesis 1a. The quantity of information held by an individual will be positively related to his/her attitude toward his/her school system, controlling for the variable of having or not having children currently enrolled in the system.

Hypothesis 1b. There will be a positive relationship between the education level of an individual and his/her

³⁴Ibid.

quantity of information held concerning his/her school system.

Hypothesis 1c. There will be a positive relationship between the education level of an individual and his/her attitude toward his/her school system.

Definition of Terms

Clientele: Clientele refers to students attending school or schools within a given attendance area and their parents or legal guardians.

Public: Public refers to the population which is served by a given school district as well as that number within the same population that has no direct service provided by the school or schools but supports the institution through taxation.

Chief Administrator: Chief Administrator refers to the Superintendent of Schools or other top level manager for a particular system.

Communication: Communication in general refers to the variety of methodologies utilized to disburse information to the people within a given public school district.

CHAPTER III

DESIGN

"A research design is, in a manner of speaking, a set of instructions to the investigator to gather and analyze his data in certain ways."¹ This chapter specifies the "instructions" followed in the research. The conceptual and operational definitions of the primary variables are clarified, the instrumentation is presented, followed by a description of the sampling and data collection processes and the treatment used to test the hypotheses.

Instrumentation

Quantity of information, the independent variable, is defined as the amount of factual information perceived or understood by an individual and represents a range of objective knowledge about a given subject. In order to operationalize quantity of information it was necessary to develop an instrument. A search of Education Resources Information Center documents as well as Psychological Abstracts did not reveal instrumentation designed to measure the information level of a given respondent. Moreover, contact made with the president of the National School Public Relations Association in order to locate appropriate

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 280.

instrumentation was not successful.² Consequently, it was concluded that no appropriate instrumentation could be found and it would be legitimate to formulate such an instrument.

Twenty-four information items were formulated, evaluated and reduced to a number of twenty-one items for presentation to a panel of expert judges. The judges were asked to evaluate each item with regard to content validity and clarity of question. The panel included professors teaching in the fields of higher education, education administration, statistics, and curriculum and instruction. The panel also included practitioners in education administration and public information (Appendix A).

Following presentation to the panel of expert judges, the twenty-one items were piloted in Union school district in Tulsa, Oklahoma. Twenty respondents were selected in a random fashion and the subjects were asked to answer each information item as well as the attitudinal and demographic items in order to time the telephone interview process and gain insight into possible areas of concern and weakness.

An item analysis or index of discrimination was then processed which may be referred to as "biserial correlation with total test." If an item scored less than .4 and was also questionable in the opinion of one or more of the expert judges it was deleted from the instrumentation. This process reduced the total number of acceptable items to eighteen (Table I). The eighteen items fell into three major categories: administration information, curriculum and instruction

²Telephone interview with the office of Dr. John Wherry, President, National School Public Relations Association, January 26, 1979.

TABLE I
SUMMARY OF VALIDATION OF QUANTITY OF
INFORMATION INSTRUMENTATION

Item	Biserial Correlation	Ranked Very Appropriate by Judges	Ranked Appropriate by Judges	Ranked Questionable by Judges
ADMINISTRATION CATEGORY				
1. Superintendent	.5	6		
2. Punishment	.4	6		
3. Board of Educ.	.4	5	1	
4. Attendance	.3	4	2	
5. Employer	.4	3	3	
6. Info Office	.5	4	1	1
CURRICULUM AND INSTRUCTION CATEGORY				
7. Kindergarten	.6	4	2	
8. Competency	.4	6		
9. History	.5	4	2	
10. Foreign Language	.4	3	3	
11. Standard Test	.4	6		
12. Student/Teacher	.4	4	2	
FINANCE CATEGORY				
13. Construction	.4	3	3	
14. Federal Funds	.3	5	1	
15. Primary Income	.5	4	1	1
16. Budget	.2	2	4	
17. Expenditure	.5	3	3	
18. Bond Issue	.5	4	2	

NOTES: Biserial correlation number refers to the raw percentage of respondents who ranked above the mean score on the total test and answered the item correctly.

There were a total of six expert judges used to validate the appropriateness of information items (See Appendix A).

information and finance information. The items were then finalized in question form and prepared for use (Appendix A). The scoring of all information items was accomplished through assigning one (1) point for a correct answer on an item and no (0) point for an incorrect answer. Adding the total score indicated the quantity of information held by a respondent. A high score indicated a high knowledge level and a low score the converse.

Demographic information including sex, age, professional or non-professional job status, years in the community and years of formal education, was deemed important for this research and was therefore collected for each respondent (Appendix B).

There are a variety of definitions for the concept of attitude. Most of them seem to differ only slightly in their content but are often verbose and confusing. For these reasons, the following definition previously expanded in the rationale section has been adopted for this study: "An attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations."³ The operational definition is taken from research conducted by George Gallup previously cited. Through the use of the convention of grading, Gallup asked people to rate the performance of their school system with "A" being the highest possible rating, followed by "B," "C," "D," and "F," in that order. Over a ten year period the validity of this operationalization used in nationwide surveys is remarkably high.⁴ This is coupled with the fact that the vast majority of the population

³Triandis, p. 2.

⁴Gallup, p. 279.

has been subjected to this form of evaluation during their own educational experiences. Additional items for this study were formulated based on Gallup's rating system which paralleled the information categories in the quantity of information instrument (Appendix A).

In each of the items an "A" or a numerical five (5), when transposed, indicated the most positive attitude and an "F" or a numerical one (1), when transposed, indicated perceived failure and the most negative attitude.

As indicated by Table II, the attitude responses load heavily on the midrange or "C" category.

TABLE II
SUMMARY RESULTS OF PILOT FOR ATTITUDE INSTRUMENTATION

Category of Attitude	Number Respondents				
	"A" Rating	"B" Rating	"C" Rating	"D" Rating	"F" Rating
1. Overall	2	2	6	4	2
2. Administration	3	4	6	2	1
3. Curriculum and Instruction	3	2	5	4	2
4. Finance	3	3	7	2	1

The quality of attitude is understood as a quantitative value through a process of changing "A," "B," "C," "D," and "F," values to

5, 4, 3, 2, and 1, respectively, then adding a respondent's scores to arrive at a sum.

Sampling

In order to optimize the generalizability of the study within the specific constraints of economics and time, a tri-state geographic area inclusive of Oklahoma, Kansas, and Arkansas was selected for the research. Within the above geographic area Wichita, Kansas; Tulsa, Oklahoma; and Little Rock, Arkansas were selected as subsamples. These medium sized (140 to 200 thousand) metropolitan communities represent somewhat similar sized districts and were also convenient to the researcher.

Following consultation with statistics experts at Oklahoma State University it was determined that between 50 to 100 respondents for each subsample should be randomly selected. It was pointed out that in general public research, due to the relatively noncomplex instrumentation, regression is more likely to occur more quickly and with fewer respondents than in studies using complex instrumentation generally associated with specific professional groups.⁵

Subjects from each district population were selected from the respective telephone books. Consultation with officers of Southwestern Bell Telephone Company confirmed that between 87 and 92 percent of the population in metropolitan areas have listed telephone numbers. Of the remaining 8 to 13 percent, the majority of these individuals are

⁵William D. Warde, Associate Professor of Statistics, Oklahoma State University.

generally on the fringes of society and in extreme socioeconomic circumstances.⁶

One hundred respondents were selected from each of the three telephone directories through a process of applying a table of random numbers⁷ to selected pages based on equal division of the residential pages. Respondents' addresses were checked to insure that they resided within district boundaries. In some cases subjects were thrown out due to residence outside district boundaries and the next consecutive random number was used to choose the replacement subject.

Permission was obtained through submission of the proposal to the respective directors of research for the districts selected and a sample memorandum for administrative staff was supplied to the office for use by the districts (Appendix A). Available dates for data collection were then discussed with the district representative and the data collection was scheduled.

Data Collection

In all subsamples (each district) the researcher administered the instrumentation through local telephone calls. Substantial training, which proved to be very instructive, was obtained in the course of the pilot study conducted in Union school district in Tulsa, Oklahoma. The calls were completed between the hours of 4:00 p.m. and 9:30 p.m.

⁶Robert Jones, Office of Research and Development, Southwestern Bell Telephone Company, Dallas, Texas, January, 1979.

⁷Albert E. Bartz, Basic Statistical Concepts in Educational and Behavioral Sciences (Minneapolis, Minnesota: Burgess Publishing Company, 1976), pp. 388-391.

following the procedure used by Gallup in his public research efforts to maximize initial rate of response.⁸

The primary data were collected during the last two weeks in January, 1979, and the first week of February, 1979. The Little Rock, Tulsa and Wichita subsamples were processed in the order of mention. Three evenings and one morning were used in each of the locations. The morning of the third day was used to increase response rate in the various cities. Respondents who were not reached during the first two evenings were telephoned on the morning of the third day and again in the same evening. It was found that early in the week, people seemed easier to contact and seemed more cooperative than at the end of the week or on the weekend.

The final effort to increase the response rate was undertaken during the last week of January via long-distance telephoning from Stillwater, Oklahoma. The additional twenty respondents who were reached and completed the instrumentation represent a section of the subsample which was most difficult to reach (each person required no less than four attempts). There was no significant difference between the mean score of the initially contacted subjects and the subjects reached by long distance three weeks later.

Instructions and an introduction was issued to each respondent as outlined in Appendix A. It should also be noted here that enthusiasm, empathy, and other emotional content seem to be of substantial importance in order to gain the confidence and interest of the respondent. In some cases up to seven attempts were initiated in order to gain the

⁸Gallup, p. 368.

highest possible response rate. In the case of more than two attempts the call was initiated by long distance at a variety of times and days inclusive of a.m. hours and Saturdays and Sundays.

A concern for the rate of noncooperative⁹ responses led to sample, via long distance the noncooperatives from one subsample. In all but one case, of ten attempts, the respondents remained noncooperative and when asked if they would be willing to fill out a questionnaire if mailed to them those who responded to the question indicated they would not.

The actual response rate is shown in Table III.

TABLE III
SUMMARY OF RESPONSE RATE INFORMATION

Category	Tulsa	Wichita	Little Rock	Total
Respondents Reached	92%	89%	94%	91.7%
Respondents Completing Instrumentation	67%	65%	64%	65.3%
Noncooperative Respondents	25%	24%	30%	26.3%
Respondents Not Reached	8%	11%	6%	8.3%

⁹Noncooperative means that the subject was reached but was not willing to answer the questions necessary for the researcher to complete the instrumentation.

Treatment of the Data

Responses to all instrumentation were key punched on computer data records in numerical form. Variable labels were implemented to insure clarity. Analysis was accomplished through the Oklahoma State University computer facility and programs designed in the Statistical Package for the Social Sciences.¹⁰ High scores on the information instrumentation indicated a high level of information held by a respondent and a low score the reverse. A high score on the attitudinal instrumentation indicates a positive attitude toward the school system and a low score the reverse. Demographic data were categorized.

The major hypotheses were processed through use of simple correlation technique (Pearson's r) and first order partial correlations.

Summary

This chapter has described the procedures used in sample selection and data collection. The instruments used in the research were described, and improved as reported. Data from the study will be presented and analyzed in the following chapter.

¹⁰N. H. Nie, C. H. Hull, J. G. Jenkins, K. Steinbrenner and O. Bent, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, Inc., 1975).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of testing the hypotheses presented in Chapter II and a categorical breakdown of the primary hypothesis having to do with the relationship between quantity of information and attitude in its parts. The secondary hypotheses concerning quantity of information and attitude and the variance of education level will also be presented.

Hypothesis 1

The quantity of information held by an individual will be positively related to his/her attitude toward his/her school system.

Results

This hypothesis was tested through use of a simple correlation technique (Pearson's r). The total additive scores for both level of information and quality of attitude were first computed and then correlated.¹

¹In the cases of all data reported a high score on information level indicates a high level of information by the respondent, and a low score the converse. A high score on quality of attitude indicates a positive attitude and a low score the converse.

The hypothesis was strongly supported. Pearson r analysis indicated a correlation of .54, significant at $p < .01$ (Appendix C). It is of importance to note that eighty percent of the responses below attitude numerical level 6.00 and numerical information level 6.10 are respondents with children in private schools. Given this result, it is important, as stated in the rationale section, to determine whether or not having children or not having children enrolled in the public school system significantly affects the primary correlation. Therefore, subhypothesis 1a was analyzed.

Hypothesis 1a

The quantity of information held by an individual will be positively related to his/her attitude toward his/her school system, controlling for the variable of having or not having children currently enrolled in the system.

Results

The hypothesis was tested using a first order partial correlational technique. The additive scores for both quantity of information and attitude were first computed and the correlation was derived controlling for the dichotomous variable of having or not having children currently enrolled in the public school system. The results indicated only a slight decrease in the correlation. The correlation was .53 (change of .005) significant at $p < .01$ (Table IV).

TABLE IV
SUMMARY FINDINGS OF THE TESTED HYPOTHESES

Hypothesis	Correlation	Significance
H1. Quantity of information with attitude	.54 Pearson's R	p < .01
H1a. Quantity of information with attitude, controlling for children in school variance	.53 Partial Corr	p < .01
H1b. Quantity of information with years of formal education	.40 Pearson's R	p < .01
H1c. Attitude with years of formal education	.26 Pearson's R	p < .01

Hypothesis 1b

There will be a positive relationship between the education level of an individual and his/her quantity of information held concerning his/her school system. There was a suspected discrepancy between the content of the communications' sophistication and the ability level of respondents to understand technical and professional ideas and terms thought to be prevalent in these communications. Therefore, a correlation was computed between the formal educational level of the respondent (years of formal education) and the quantity of information held by a respondent.

Results

The hypothesis was tested through the use of a simple correlational technique (Pearson's r), resulting in a correlation of .40, significant at $p < .01$ (Table IV and Appendix C). For further evidence and testing of the original hypothesis and as a logical step the next analytical procedure was to compute a correlation between the quality of attitude and the formal educational level (years of formal education) of the served public.

Hypothesis 1c

There will be a positive correlation between the educational level of an individual and his/her attitude toward his/her school system.

Results

The hypothesis was tested through the use of a simple correlational technique (Pearson's r), resulting in a correlation of .26, significant at $p < .01$ (Table IV and Appendix C).

Further Analysis of Primary Hypothesis

The instrumentation is categorically broken down into parts which are studied separately and are generally understood to be dimensions of the public school system by lay citizens and professional educators. Therefore, in order to analyze these various categories and to provide further information which is directly associated with the hypotheses the following data are reported.

H1-Sub1. The correlation (Pearson's r) between quantity of administrative information and attitude toward administration by respondents was .29, significant at $p < .01$ (Table V, Appendix D).

TABLE V
SUMMARY FINDINGS OF DEDUCTIVE ANALYSIS OF H1

Hypothesis Subset	Correlation	Significance
H1-Sub1. Level of Administrative Information with Quality of Attitude toward Administration	.28 Pearson's R	$p < .01$
H1-Sub2. Level of Curriculum and Instruction Information with Quality of Attitude toward Curriculum and Instruction	.47 Pearson's R	$p < .01$
H1-Sub3. Level of Finance Information with Quality of Attitude toward Finance	.36 Pearson's R	$p < .01$

H1-Sub2. The correlation (Pearson's r) between quantity of curriculum and instruction information and attitude toward curriculum and instruction by respondents was .47, significant at $p < .01$ (Table V and Appendix D).

H1-Sub3. The correlation (Pearson's r) between quantity of finance information and attitude toward finance by respondents was .36, significant at $p < .01$ (Table V and Appendix D).

All descriptive statistics for the sample including mean, median, mode, kurtosis, standard error and standard deviation are reported in

the appendix.

The three major related hypotheses of this research were tested and the results were summarized and presented with scattergram (see Appendices) illustrations. The categorical components of the primary hypothesis (H1) were also tested and presented in the same manner. The major correlations were relatively strong and all were significant at $p < .01$. The correlations of each of the component parts of the primary variables were comparatively weak but retained high significance. Chapter V will present conclusions, some discussion and recommendations for further research.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

The generalizability of the conclusions one may reach from the testing of the hypotheses included in this study must be viewed with caution for a variety of reasons. The usable sample, save noncooperative subjects and nonreachable subjects, was sixty-five (65.3) percent of the randomly selected total sampling. In addition, while the three public school districts chosen for study are similar in both population size and demographic composition, other districts which are much larger or smaller than those studied are likely to have differing social and demographic characteristics which may intervene and cause some differences in the primary correlation. Moreover, as Greenburg has suggested, in situations where attitude is at an extreme position in the continuum, the relationship may be curvilinear.¹

Finally as suggested by the work of Eagly and others, if the communicator of information is suspected of strong bias, the information may be a function of perceived true information rather than a real level.²

The subhypothesis (H1a) was included to control for the variable of having or not having children in the school system which seemed a

¹Greenburg, 1964.

²Eagly et al., 1978.

likely intervening variable. However, as reported, the correlation changed only slightly, supporting Gallup's findings concerning public opinion.³ The finding seems to support the relationship in the following way: regardless of an individual's interest or relationship to a given issue, information and attitude seem to remain strongly correlated. Generalizability, however, must be qualified here also.

The subhypothesis H1b has provided further evidence and support for the primary correlation. More information is received by the portion of the public which has an education level more closely paralleled to the author of the communications (as is suggested in this study) or the interest level is high in the more educated group. In either case, the finding may be valuable for further research and for the field practitioner.

Drawing conclusions from the findings of the final subhypothesis, (H1c), must be done conservatively. Research conducted in Little Rock by the Center for Urban and Governmental Affairs found a negative correlation between level of education and attitude.⁴ Moreover, the strength of the correlation is relatively weak and the possibilities of intervening variables with regard to these factors are innumerable. For example, there are many instances when widely diverse levels of education may cause antagonism and distrust between these groups. Too, there are a number of contexts in which parallel educational levels in unrelated fields are grounds for mutual respect, understanding and relatively high opinions between groups. The correlation is

³Gallup, 1978.

⁴Little Rock study, 1978.

present in this study and may only be analyzed in depth through replication and further study of the education level variable.

Some specific weaknesses and cautions regarding the hypotheses are described above. The major strengths seem to lie in the fact that the three subsamples are substantially separated geographically and in some respects culturally separated. The degree of industrialization present in each of the communities is also at different levels. The study conducted in Little Rock, by the Center for Urban Affairs in 1978, has provided evidence of substantial variance as well which seems to lend some strength to generalizability or at least recommendations for further research. The chief administrative officers of the three districts have been in office for varying lengths of time (from less than one year to more than eight years). The cosmopolitan areas studied seem to be in many respects diversified as is the professional population of the school systems. The expenditures for education as well as constriction versus growth in the public school systems seems to be substantially different for the three subsamples.⁵ Finally a difference in timing and processes of racial integration and the occurrence of flight to suburban districts in varying degrees to avoid participation would seem to have some effect on the attitude variable. One might expect this situation to confound the relationship posed by the principle hypotheses. However, as evidenced by the findings, the relationship has not been significantly affected (Table IV and Appendix C)

⁵These general differences were ascertained through discussions with the various superintendents and directors of research and public relations for the districts included as subsamples.

In sum, it seems appropriate that these findings should be reported and reviewed by researchers for further study and replication of the basic design. The findings and qualified conclusions may also be important to educational administrators as they attempt to improve the relationship between school and community.

Discussion

At the outset of this research effort, a presentation of the problem statement in academic as well as social context to both university professors and field practitioners seemed to indicate a high level of interest in the problem. However, as the research progressed and hypotheses were supported it seemed apparent that this same audience was reluctant to accept the probable explanation posed by this research. Practitioners and theorists alike seemed to be saying, "the solution is more trouble than the problem."

While it is seemingly human nature to avoid a problem until it reaches a critical level, administration theory explains that proactive behavior is essential for effective and efficient management. Gallup has shown that public attitude is in a consistent pattern of negative change and school districts like Cleveland, Dayton, St. Louis and others provide evidence that school systems are indeed moving rapidly toward a critical situation. In an introduction to his composite of attitude polls, Gallup has indicated through his studies that two-thirds or about 65 percent of the population would like to know more about education (education as separated from activities sponsored by schools, i.e., sports, etc.).⁶ This indicates that there is a higher interest level,

⁶Gallup, p. 78.

even among nonparents, than might be expected. Moreover, as the system is changing with relative rapidness it should be understandable that a 40 to 50 year old person (mean age this research sample 45.818) views the school system as a relatively foreign agency.

It must be recognized that there is a substantial difference between the enterprise of public education and that of private industry. The public in a very real sense owns and operates the school system. Therefore it is not the task of school administrators to "sell" the system; the public already owns it. Moreover, unless the taxation system undergoes some drastic revision, the public will continue to financially support the systems, like it or not.

It is therefore the task of administrators as sponsors and leaders of these various systems to inform the public as to the conditions, goals, methods, and concerns of their educational enterprise. The district administrator must establish very real criteria for the public to support, improve, and constantly seek information about the school system. Also associated with this approach is the logic that one generally supports and is positively affected toward that which he owns and controls. If one owns or controls something which is in need of repair or change, he will usually meet the need with relative dispatch.

Based on the above approach to ownership and control, the public information system must be suited to the enterprise. One must understand and behave in a way much different from public relations approaches. The problems and negative situations that occur in this public enterprise must be reported with the same dispatch and objectivity as the successes and positive aspects of the system. One cannot report success for three

to four years and then suddenly indicate failure and crumbling structure on about the time a bond issue is placed before the voting public. Any corporate president who used such an approach with his stockholders would be accused of deceit or blindness and probably suffer termination immediately. The rapid turnover in superintendent positions may or may not be associated with the above described conditions; logic seems to dictate that it is at least a good possibility.

Recommendations

This research has attempted to provide criteria for the separation of communication of relatively objective and comprehensive information from the persuasive communication processes implemented and studied by researchers in differing contexts. It is with some qualification, therefore, that replication is advocated and further study in communication associated with much of the review of related literature included in this research. Too, the area of public or external communication is relatively untrodden in the context of educational organizations. It is fortunate that other fields have provided a substantial basis with which to operate.

It is therefore suggested that this research be replicated with qualifications which will allow for control of possible intervention suggested by efforts reported in the review of literature. Some possibilities are listed below.

1. Communicator bias perceived by recipient.⁷

⁷Eagly et al., 1978.

2. Feedback effect on communication of information.⁸
3. Exposure frequency and attitude change.⁹
4. Quantity of information exposure.¹⁰
5. Primacy versus recency of information exposure.¹¹
6. Effect of prior bias on information exposure.¹²

In the following paragraphs each of the suggested controls will be explained in the context of education and how implementation of the variable measurement may improve understanding of the problem introduced by this research.

Communicator bias perceived by the recipient may be understandable and acceptable to some degree relative to the advertising of a product by commercial businesses. However, publicly owned and operated corporations such as public school systems may not be able to approach communication with their publics in the same way. It has been suggested by scholars that many superintendents (primary communicators) may extend to the district's population a great deal of positive and whitewashed information for years at a time and then suddenly when a bond issue is necessary, impart primarily negative information about the condition of the physical plants, salaries of teachers, and the critical need for additional funds. This type of communication is generally couched in a design which suggests that this dramatic need will determine the

⁸Adams, 1973.

⁹Miller, 1976.

¹⁰Calder et al., 1974.

¹¹Crano, 1977.

¹²Chapman, 1973.

future success or failure of the system.¹³ As one might imagine, this approach could easily add to the problem of perceived communicator bias and lead the public to distrust the information received or discount it altogether. It is therefore suggested that this research be replicated including variations of the Eagly et al. instrumentation in order to control for the possible intervention of perceived communicator bias.

Feedback effect on the communication of information may present some difficulty for a school administrator if the primary recipients are within the general public. However, one approach to recognition of the feedback variable is to randomly telephone survey the receiving public, check their knowledge level regarding recently distributed information, and then analyze the communique regarding its effective and ineffective aspects.¹⁴ The above approach has been described as very effective in improving the design of and approach toward public communication.

Moreover, it would appear that specific controls associated with feedback effect may be extremely valuable and helpful in improving the design of this research as well as eroding the severity of the problem which introduces this research effort.

The work by Miller, mentioned earlier, has suggested that communication frequency, and degree of exposure affect the attitudes of communication recipients. While it is unlikely that excessive

¹³Kenneth St. Clair, Professor of Education, Oklahoma State University.

¹⁴Francis Powell, Director of Public Information, Tulsa Union School District, Tulsa, Oklahoma.

communication efforts are prevalent in the context of educational institutions and their publics, it does seem reasonable to assume that the frequency may affect public attitude. An interesting and productive comparison might be established through research which measures the communication frequencies by various school districts and the attitudes of their publics as well. This approach may provide substantial evidence and support for administrators who believe that increased efforts are appropriate.

Quantity of information exposure represents a variable paralleling that mentioned in the above paragraph. A research design is posited which would measure the varying amounts of information released by districts to their populations and determine whether or not there is a correlation between that variance and the public's attitude.

Another variable set which may have importance for the problem presented in this research is the effect of attitude on information retention. As explained in the review of literature for this study, Crano found considerable support for the notion that a person's attitude and his ability to retain certain information are interrelated. The relationship of this suggested variance as it applies to education may be helpful for clarifying the findings of this research, as well as adding valuable knowledge about the relationship in an education context. The results of such a replication would be of practical importance to a district's administration as well.

Prior bias as it affects information exposure is closely related to the research conducted by Crano, however, Chapman has measured information processing rather than retention in order to determine the possible correlation between the same variables. A measure of

information processing would no doubt be more difficult to conduct in the context of public research, however, if accomplished along with the design suggested by Crano, it would strengthen validity of the conclusions.

Finally, it is recommended that this research be replicated in a wide variety of locations and varying sized districts. Moreover, the data collection process as it is associated with the response rate and rate of cooperation may be improved through an increased study of Gallup's procedures and those of others who are successfully involved in public research efforts.

Summation of the Study

To examine the relationship between quantity of information and attitude of the general public within the district boundaries of three urban school districts the research included a telephone interview method of data collection from a random sample of residential listings of the three subsamples. Hypotheses tested included a positive correlation between quantity of information and attitude as well as partial correlation controlling for parentage. Correlations were also examined between level of education and quantity of information and between level of education and attitude. The primary correlation was .54, $p < .01$. All correlations were relatively strong and significant at $p < .01$. Generalizability is qualified and replication including further controls is suggested.

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APPENDIX A
INSTRUMENTATION

PANEL OF EXPERTS WHO JUDGED THE CONTENT VALIDITY
OF ITEMS INCLUDED IN QUANTITY OF
INFORMATION INSTRUMENTATION

Thomas A. Karman, Professor of Education, Oklahoma State University.

William Adrian, Associate Professor of Education, Oklahoma State
University.

Patrick B. Forsyth, Assistant Professor of Education, Oklahoma State
University.

Donald N. Nimmer, Visiting Assistant Professor of Applied Behavioral
Studies, Oklahoma State University.

Thomas Smith, Visiting Professor of Education, Oklahoma State
University.

Cynthia Wegener, Information Specialist, Office of Public Information,
Oklahoma State University

INFORMATION INSTRUMENTATION

Following introductory remarks, as prescribed, the following questions will be asked in order to operationalize the "school district level of information" concept.

KNOWLEDGE CATEGORY: Administration

1. Who is the Superintendent of Schools for the _____ Public Schools?
2. Is corporal punishment or spanking permitted to control discipline problems in the _____ Public Schools?
3. Give me the name of any board member for the _____ Public Schools.
4. With regard to attendance, at what age are children legally no longer required to attend school?
5. Who (what office or officer) hires teachers in the _____ Public School System?
6. Is there a public information or public relations office in the _____ Public School System?

KNOWLEDGE CATEGORY: Curriculum and Instruction

7. Is kindergarten a requirement in the _____ Public Schools?
8. Is a "minimum competency" or some minimum standard test given as a requirement for graduation in the _____ Public Schools?
9. Is _____ state history a requirement for students at any grade level in the _____ Public Schools?
10. Are any foreign languages available as a regular course of instruction in the elementary grades (grades one through six) in the _____ Public School System?
11. Are nationally standardized tests given in the _____ Public Schools?
12. What is the average student-teacher ratio for the _____ Public Schools?

KNOWLEDGE CATEGORY: Finance

13. What was the last major (new construction) building project for the _____ Public Schools?
14. Do the _____ Public Schools receive any federal monies for the operation of the system?
15. What is the main or primary source of income for the _____ Public Schools?
16. Approximately (within one million dollars) what is this year's annual operating budget for the _____ Public Schools?
17. Which expenditure within the _____ Public School's operating budget is the greatest or which expenditure item takes the largest amount of money?
18. In which calendar year (79, 78, 77, etc.) was the last bond issue for the _____ Public Schools placed before the voting public?

ATTITUDE INSTRUMENTATION

Following introductory remarks, as prescribed, the following questions will be asked in order to operationalize the attitude concept. In order to compare the public school districts studied with national norms, the same rating system and in some cases the same questions or variations thereof will be used which were incorporated in the "Gallup Polls of Attitudes Toward Education."

ATTITUDE CATEGORY: Overall

1. Please give a grade for the overall performance of the _____ Public Schools?

ATTITUDE CATEGORY: Administration

2. What grade would you give to the management or administration of the _____ Public Schools?

ATTITUDE CATEGORY: Curriculum and Instruction

3. What grade would you give to the actual teaching and learning that takes place in the _____ Public Schools?

ATTITUDE CATEGORY: Finance

4. What grade would you give to financial management or how efficiently money is used by the _____ Public Schools?

(RATING SCALE: A / B / C / D / F / Don't Know)
No Answer

DEMOGRAPHIC INSTRUMENTATION

The following demographic information is deemed important for the research and will be asked of the respondents.

1. Sex.
2. Age.
3. Years of formal education.
4. Occupation (Interviewer will assign respondent to "White Collar" or "Blue Collar" category).
5. Children currently enrolled in public, private, or parochial schools.
6. Number of years in the community.

PROCEDURAL OUTLINE FOR TELEPHONE INTERVIEW

Hello, my name is Rick Henderson. I am a research associate at Oklahoma State University, and we are currently conducting a community survey regarding the _____ Public Schools.

(Establish that you are speaking with an adult (18 or older) resident at the number you have called).

Your number was selected because it is a household within the district's boundaries and while you may or may not have children currently enrolled in the school system your opinions and the information reaching you are thought of as very important by the administration in your school system and by those of us involved in educational research, since you probably do help pay for the system.

Your name, which is unknown even to me will not be associated with the research in any way and you will not be called by us again. We respect your privacy. I would like to ask you a series of short answer questions and I promise not to take more than a few minutes of your time.

(Establish that they may call if they so desire Oklahoma State University, College of Education to verify) (405 624-6346)

The first few questions are informational and if you have no idea or don't want to guess the answer, feel free to say so. We are not testing you. We are simply measuring general information.

(QUANTITY OF INFORMATION INSTRUMENT)

Great! Now the easy part. As you know teachers in the school system give grades all of the time. We want to reverse that situation and give you a chance to grade the schools. As I'm sure you remember, an "A" is excellent and the highest, and an "F" is failing and the lowest, and "B," "C," and "D" are in between.

(ATTITUDE INSTRUMENT)

Very good, now the last part. The next six (6) questions which are the last, will simply allow me to know which part of the population these answers came from.

(DEMOGRAPHICS)

That is all, and Thank you very much for your cooperation, you've been very helpful. Good-bye.

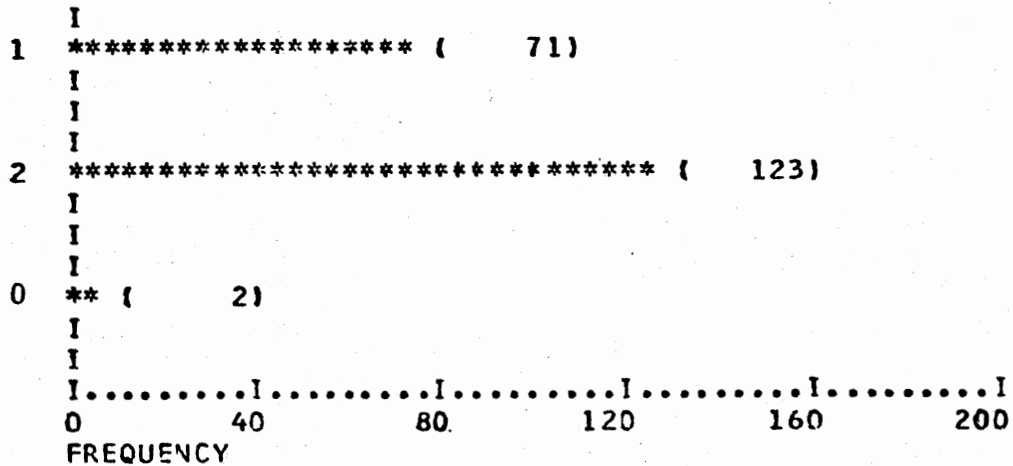
APPENDIX B

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Summary of reported data concerning demographic information relative to the sex of the respondent. (Note: in two cases the sex of the subject was not ascertained.)

LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CJMULATIVE ADJ FREQ (PERCENT)
MALE	1	71	36.2	36.6	36.6
FEMALE	2	123	62.8	63.4	100.0
UNKNOWN	0	2	1.0	MISSING	100.0
	TOTAL	196	100.0	100.0	

CODE



Summary of reported data concerning demographic information relative to the age of the respondent. (Note: in three cases the age of the subject was not ascertained.)

AGE CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)	AGE CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
22	4	2.0	2.1	2.1	51	4	2.0	2.1	64.8
23	2	1.0	1.0	3.1	52	6	3.1	3.1	67.9
24	2	1.0	1.0	4.1	53	4	2.0	2.1	69.9
25	3	1.5	1.6	5.7	54	2	1.0	1.0	71.0
26	5	2.6	2.6	8.3	55	2	1.0	1.0	72.0
27	9	4.6	4.7	13.0	56	4	2.0	2.1	74.1
28	2	1.0	1.0	14.0	57	2	1.0	1.0	75.1
29	4	2.0	2.1	16.1	58	1	0.5	0.5	75.6
30	5	2.6	2.6	18.7	62	6	3.1	3.1	78.8
31	1	0.5	0.5	19.2	63	6	3.1	3.1	81.9
32	4	2.0	2.1	21.2	64	4	2.0	2.1	83.9
33	2	1.0	1.0	22.3	65	3	1.5	1.6	85.5
34	2	1.0	1.0	23.3	66	6	3.1	3.1	88.6
35	2	1.0	1.0	24.4	67	3	1.5	1.6	90.2
36	5	2.6	2.6	26.9	68	2	1.0	1.0	91.2
37	10	5.1	5.2	32.1	69	1	0.5	0.5	91.7
38	2	1.0	1.0	33.2	70	1	0.5	0.5	92.2
39	2	1.0	1.0	34.2	72	4	2.0	2.1	94.3
40	1	0.5	0.5	34.7	74	1	0.5	0.5	95.9
41	2	1.0	1.0	35.8	76	1	0.5	0.5	96.4
42	9	4.6	4.7	40.4	78	2	1.0	1.0	97.4
43	6	3.1	3.1	43.5	79	1	0.5	0.5	97.9
44	6	3.1	3.1	46.6	80	2	1.0	1.0	99.0
45	3	1.5	1.6	48.2	82	1	0.5	0.5	99.5
46	11	5.6	5.7	53.9	84	1	0.5	0.5	100.0
47	12	6.1	6.2	60.1		3	1.5	MISSING	100.0
48	1	0.5	0.5	60.6	TOTAL	198	100.0	100.0	
50	4	2.0	2.1	62.7					

MEAN	46.912	STD ERR	1.098	MEDIAN	45.818
MODE	47.000	STD DEV	15.258	VARIANCE	232.799
KURTOSIS	-0.699	SKENNESS	0.342	RANGE	62.000
MINIMUM	22.000	MAXIMUM	84.000		
VALID CASES	193	MISSING CASES	3		

Summary of reported data concerning demographic information relative to the occupation of the respondent. (Note: in three cases the occupation of the respondent was not ascertained. The assignment of subjects to professional/worker was based on the subjective judgment of the researcher using blue/white collar criteria.)

```

CODE
  I
  1 ***** ( 117)
  I PROFESSIONAL
  I
  I
  2 ***** ( 76)
  I WORKER
  I
  I
  ** ( 3)
  I UNKNOWN
  I
  I.....I.....I.....I.....I.....I
  0          40          80          120          160          200
  FREQUENCY

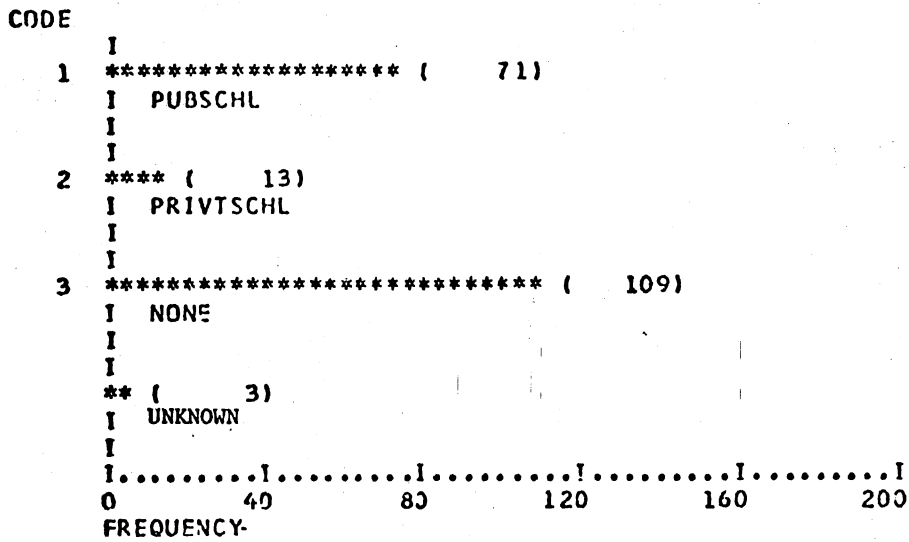
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OC OCCUPATION

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
PROFESSIONAL	1	117	59.7	60.6	60.6
WORKER	2	76	38.8	39.4	100.0
		3	1.5	MISSING	100.0
		-----	-----	-----	
TOTAL		196	100.0	100.0	

Summary of reported data concerning demographic information relative to the education of the children of the respondents. (Note: in three cases the information concerning the education of children was not ascertained.)

EC EDUCATION OF CHILDREN



CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
PUBSCHL	1	71	36.2	36.8	36.8
PRIVTSCHL	2	13	6.6	6.7	43.5
NONE	3	109	55.6	56.5	100.0
UNKNOWN		3	1.5	MISSING	100.0
	TOTAL	196	100.0	100.0	

Summary of reported data concerning demographic information relative to the number of years a respondent has lived in the community where he/she currently resides.

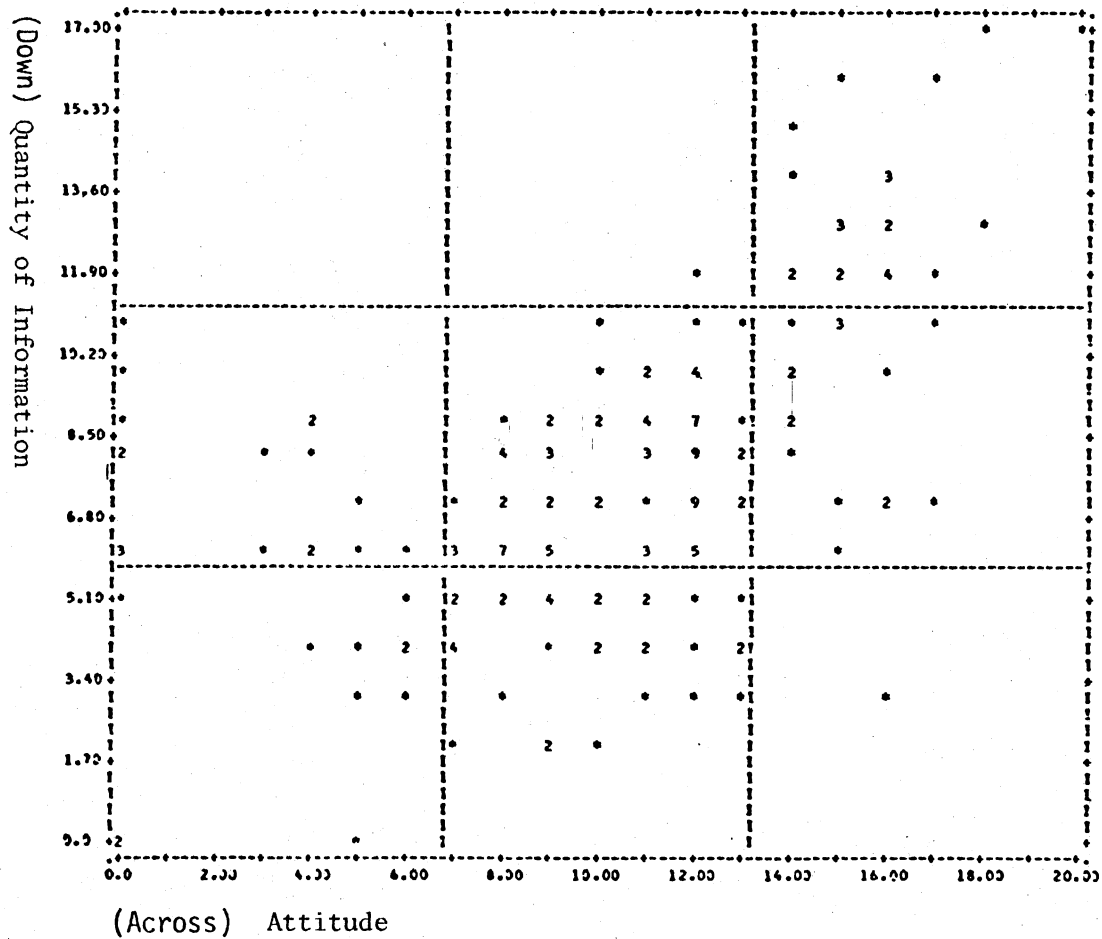
CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
0	3	1.5	1.5	1.5	30	11	5.6	5.6	68.9
1	3	1.5	1.5	3.1	32	5	2.6	2.6	71.4
2	5	2.6	2.6	5.6	34	2	1.0	1.0	72.4
4	3	1.5	1.5	7.1	35	1	0.5	0.5	73.0
5	4	2.0	2.0	9.2	36	1	0.5	0.5	73.5
6	8	4.1	4.1	13.3	37	1	0.5	0.5	74.0
7	7	3.6	3.6	16.8	38	1	0.5	0.5	74.5
8	8	4.1	4.1	20.9	39	1	0.5	0.5	75.0
9	8	4.1	4.1	25.0	40	5	2.6	2.6	77.6
10	6	3.1	3.1	28.1	41	3	1.5	1.5	79.1
11	2	1.0	1.0	29.1	42	3	1.5	1.5	80.6
12	6	3.1	3.1	32.1	43	6	3.1	3.1	83.7
14	11	5.6	5.6	37.8	46	2	1.0	1.0	84.7
15	1	0.5	0.5	38.3	47	2	1.0	1.0	85.7
16	4	2.0	2.0	40.3	50	5	2.6	2.6	88.3
17	2	1.0	1.0	41.3	51	2	1.0	1.0	89.3
18	3	1.5	1.5	42.9	52	2	1.0	1.0	90.3
20	7	3.6	3.6	46.4	53	3	1.5	1.5	91.8
21	1	0.5	0.5	46.9	54	3	1.5	1.5	93.4
22	7	3.6	3.6	50.5	55	2	1.0	1.0	94.4
23	3	1.5	1.5	52.0	57	1	0.5	0.5	94.9
24	4	2.0	2.0	54.1	60	2	1.0	1.0	95.9
25	4	2.0	2.0	56.1	62	1	0.5	0.5	96.4
26	7	3.6	3.6	59.7	66	2	1.0	1.0	97.4
27	5	2.6	2.6	62.2	70	3	1.5	1.5	99.0
28	1	0.5	0.5	62.8	73	1	0.5	0.5	99.5
29	1	0.5	0.5	63.3	78	1	0.5	0.5	100.0
					TOTAL	196	100.0	100.0	

MEAN	25.316	STD ERR	1.291	MEDIAN	22.357
MODE	14.000	STD DEV	18.080	VARIANCE	326.894
KURTOSIS	-0.257	SKENNESS	0.719	RANGE	78.000
MINIMUM	0.0	MAXIMUM	78.000		
VALID CASES	196	MISSING CASES	0		

APPENDIX C

DATA RELATIVE TO HYPOTHESES

Scattergram of H1 Pearson's R (simple correlation) of quantity of information (total additive score) with attitude (total additive score).



STATISTICS..

CORRELATION (R)- 0.53891

SIGNIFICANCE - 0.00001

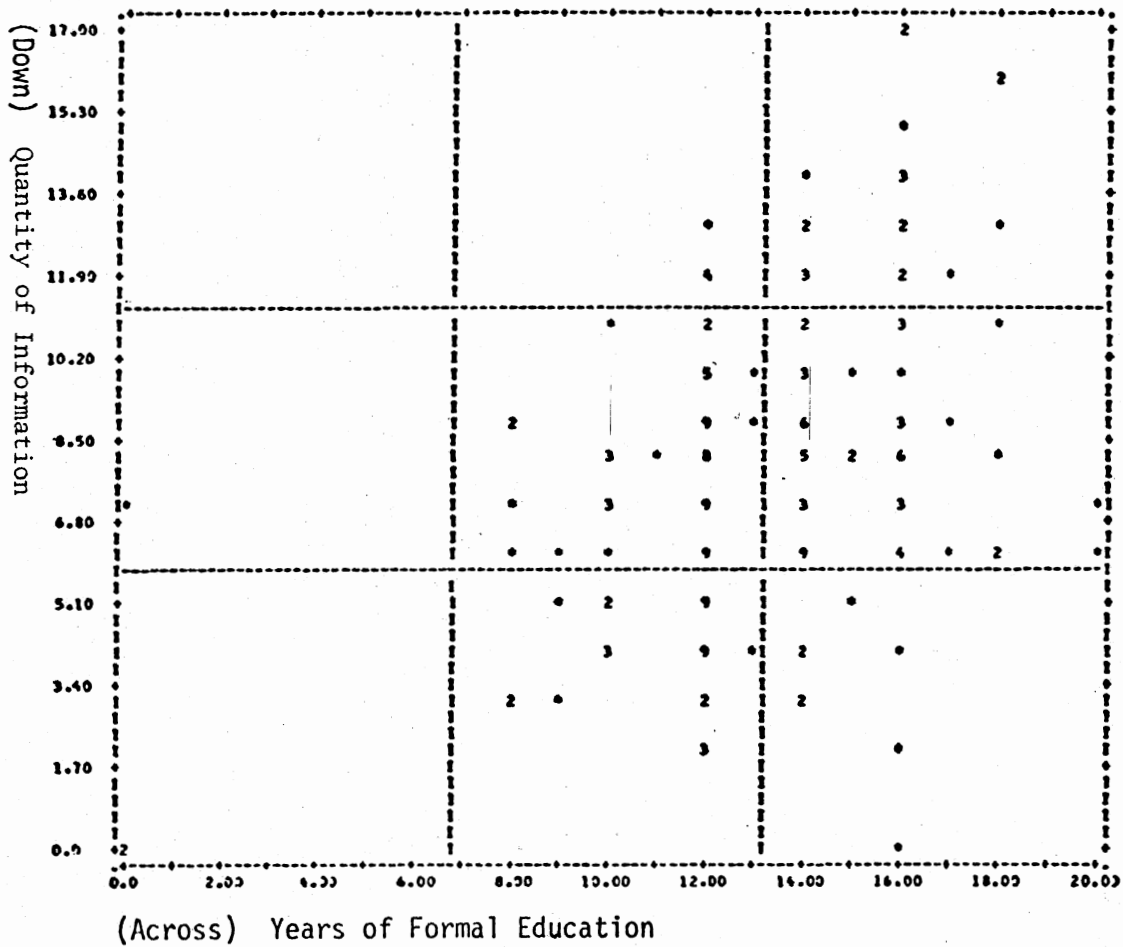
PLOTTED VALUES -196

EXCLUDED VALUES- 0

MISSING VALUES - 0

***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

Scattergram of Hlb Pearson's R (simple correlation) of quantity of information (total additive score) with years of formal education (total number of years).



STATISTICS..

CORRELATION (R) - 0.39820

PLOTTED VALUES - 196

EXCLUDED VALUES - 0

SIGNIFICANCE -

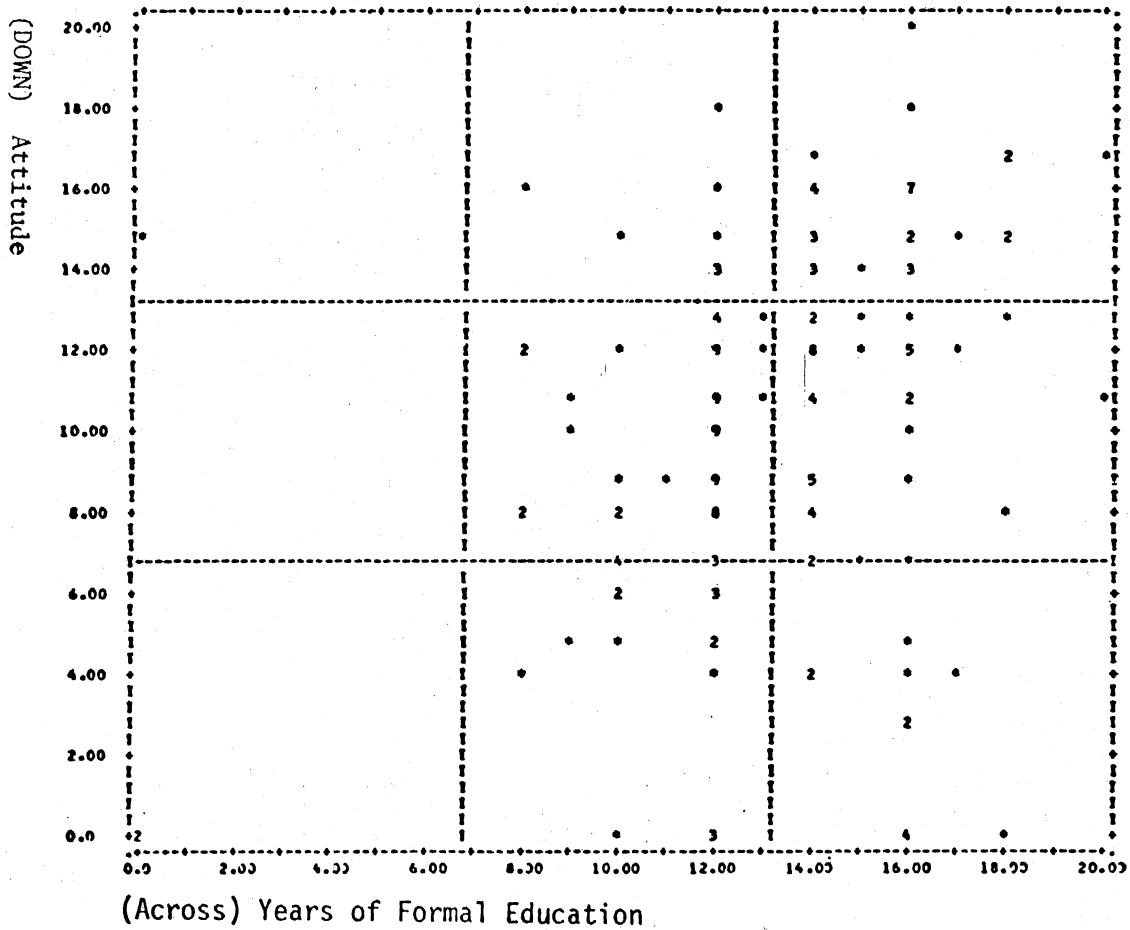
0.00001

MISSING VALUES -

0

***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

Scattergram of Hlc Pearson's R (simple correlation) attitude (total additive score) with years of formal education (total number of years).



STATISTICS..

CORRELATION (R)- 0.25754

SIGNIFICANCE - 0.02213

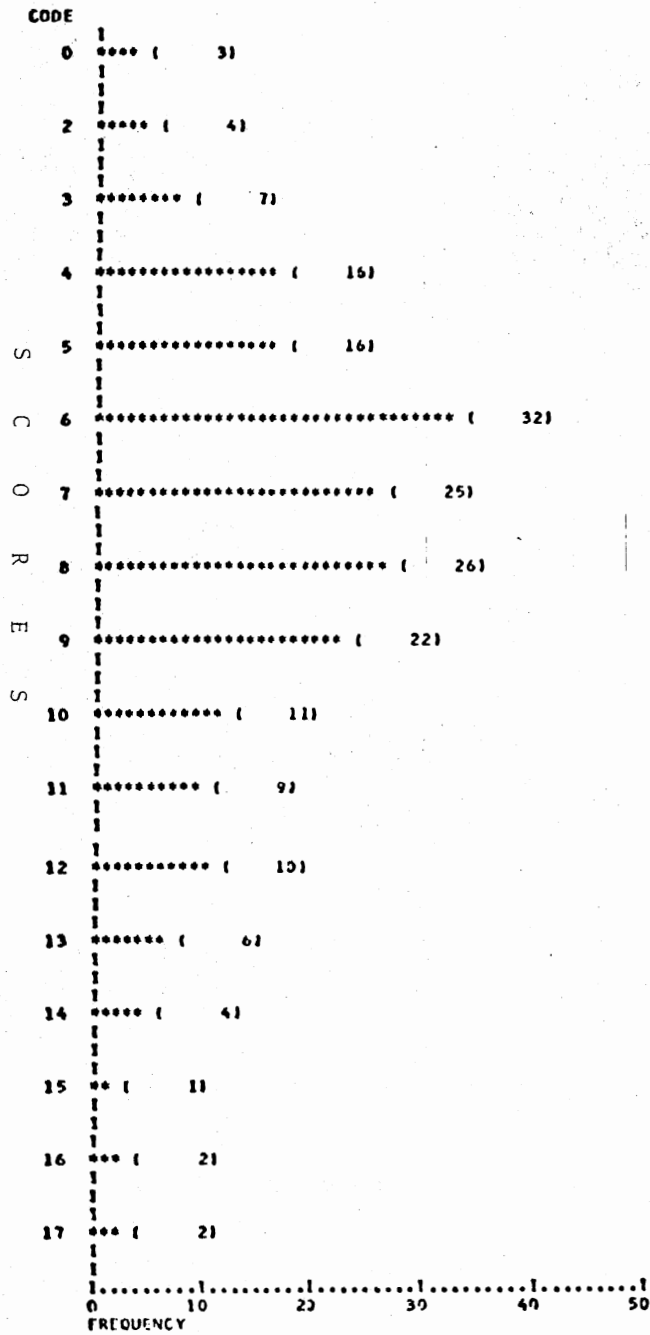
PLOTTED VALUES - 176

EXCLUDED VALUES- 0

MISSING VALUES - 0

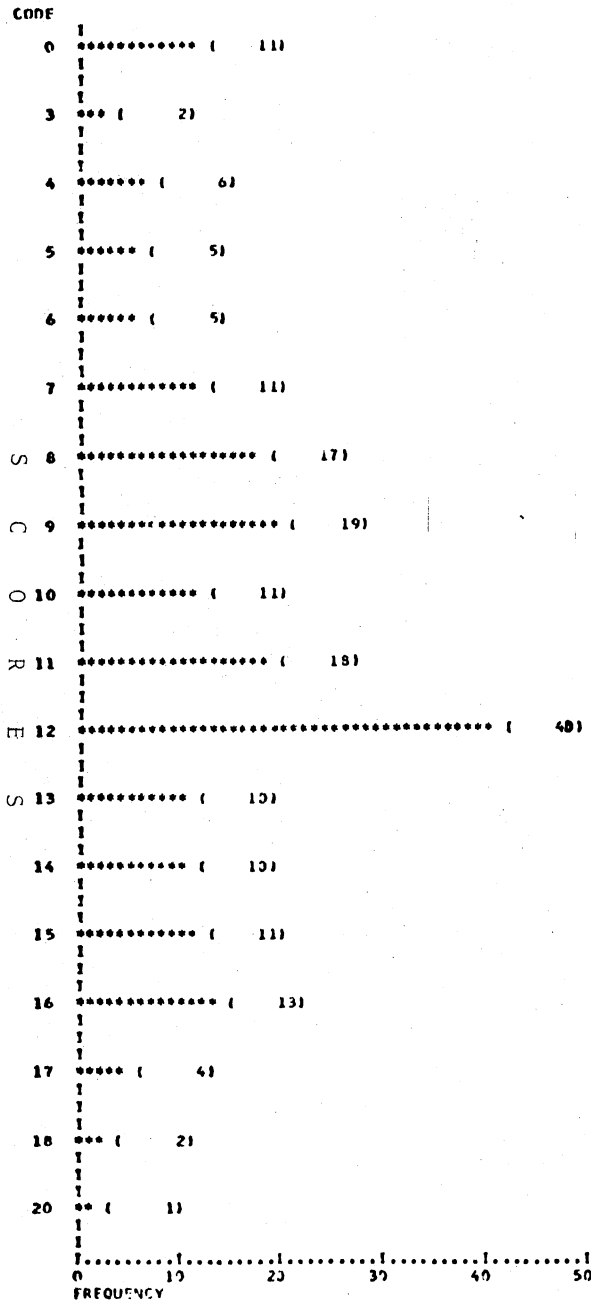
***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

Summary of Quantity of Information instrumentation for the entire sample. (Note: high possible score was 18, no subject achieved the possible high).



MEAN	7.602	STD ERR	0.227	MEDIAN	7.300
MODE	6.000	STD DEV	3.101	VARIANCE	10.118
KURTOSIS	0.387	SKEWNESS	0.449	RANGE	17.000
MINIMUM	0.0	MAXIMUM	17.000		
VALID CASES	196	MISSING CASES	0		

Summary of Attitude instrumentation for the entire sample. (Note: high possible score was 20, only one subject had the highest possible quality of attitude).

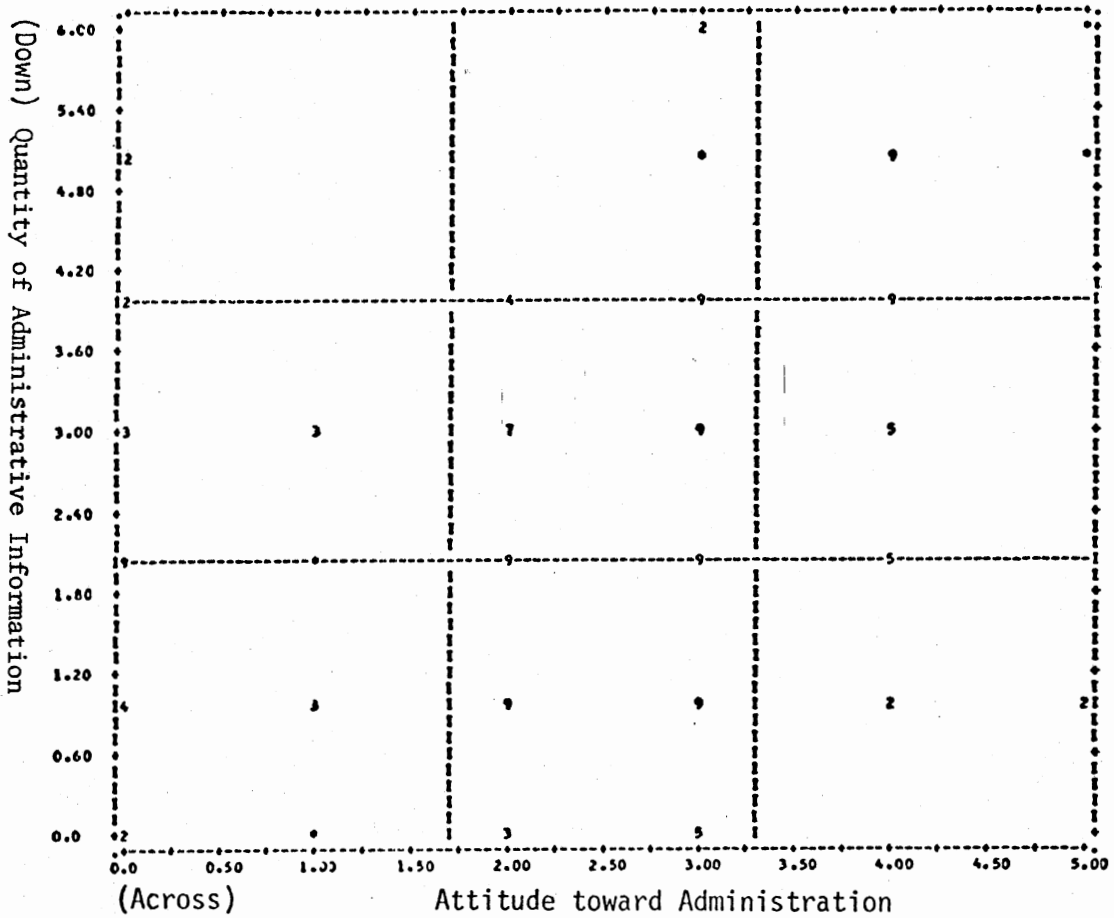


MEAN	10.327	STD. ERR.	0.297	MEDIAN	11.111
MODE	12.000	STD. DEV.	4.163	VARIANCE	17.329
KURTOSIS	0.345	SKWNESS	-0.637	RANGE	20.000
MINIMUM	0.0	MAXIMUM	20.000		
VALID CASES	196	MISSING CASES	0		

APPENDIX D

DATA RELATING TO DIMENSIONS

Scattergram of HI-Sub1 Pearson's R (simple correlation) of quantity of Administrative Information (total additive score) with Attitude Toward Administration (total additive score).

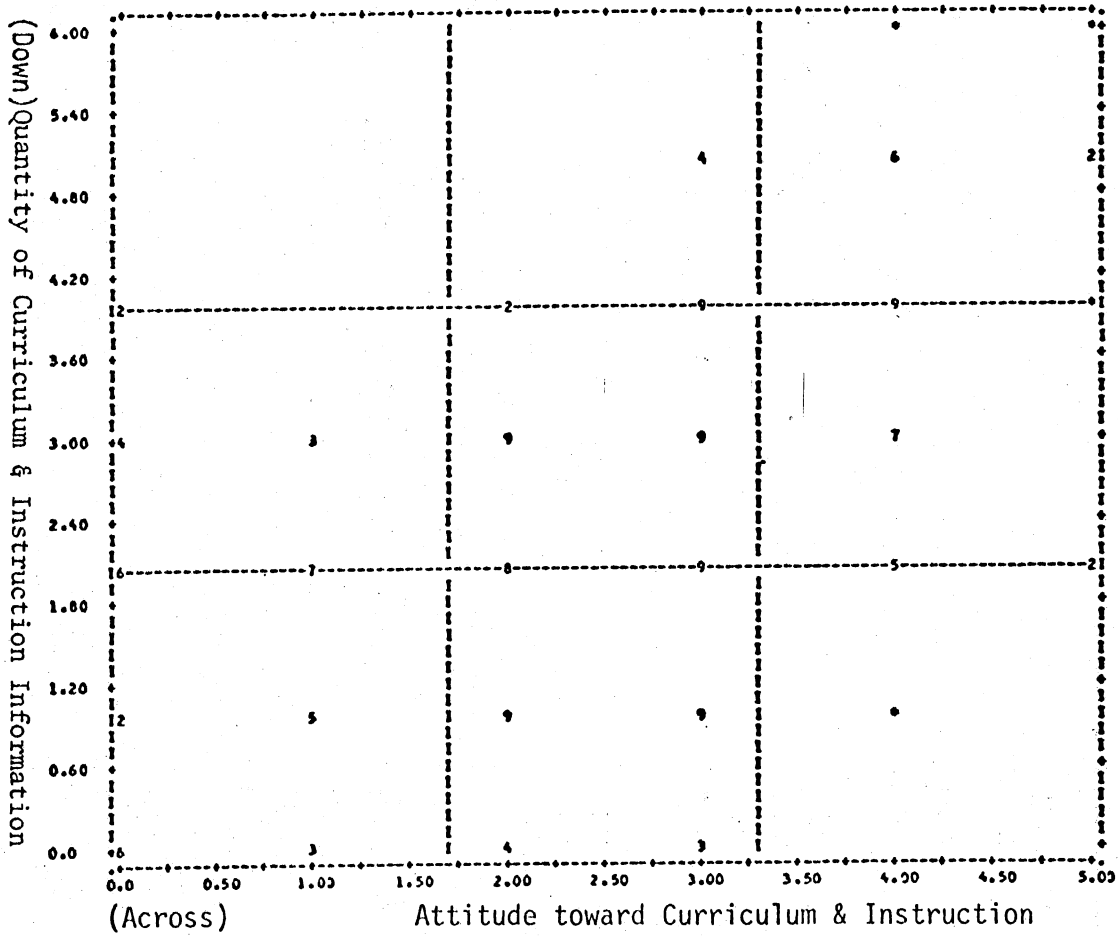


STATISTICS..

CORRELATION (R)-	0.27865	R SQUARED -	0.07765	SIGNIFICANCE -	0.00094
PLOTTED VALUES -	176	EXCLUDED VALUES-	0	MISSING VALUES -	0

***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

Scattergram of H1-Sub2 Pearson's R (simple correlation) of quantity of Curriculum and Instruction Information (total additive score) with Attitude Toward Curriculum and Instruction (total additive score).

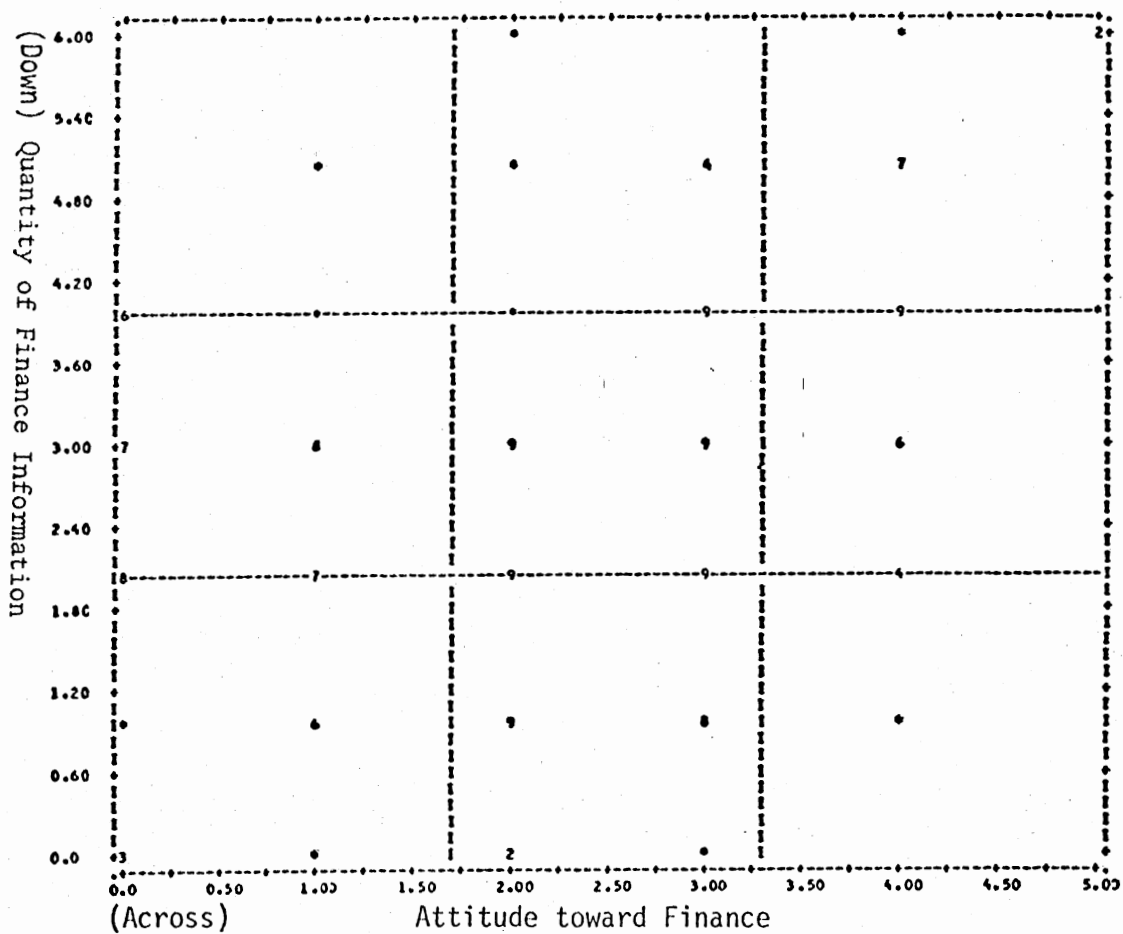


STATISTICS..

CORRELATION (R) - 0.47119	R SQUARED -	0.22292	SIGNIFICANCE -	0.00091
PLOTTED VALUES - 14	EXCLUDED VALUES -	0	MISSING VALUES -	0

***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

Scattergram of H1-Sub3 Pearson's R (simple correlation) of quantity of Finance Information (total additive score) with Attitude Toward Finance (total additive score).



STATISTICS..

CORRELATION (R) -	0.35684	R SQUARED -	0.12734	SIGNIFICANCE -	0.00031
PLOTTED VALUES -	196	EXCLUDED VALUES -	0	MISSING VALUES -	0

***** IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

VITA²

Richard Lee Henderson

Candidate for the Degree of

Doctor of Education

Thesis: EXTERNAL ORGANIZATIONAL COMMUNICATIONS: THE RELATIONSHIP
BETWEEN ATTITUDE AND INFORMATION IN SCHOOL DISTRICT
POPULATIONS

Biographical:

Personal Data: Born in Chickasha, Oklahoma, March 19, 1944, the
son of Ralph L. and Emma J. Henderson.

Education: Attended common school in Trieste, Italy; Baumholder,
West Germany; Temple, Texas; Frankfurt, West Germany; Mulvane,
Kansas; graduated from Mulvane High School, Mulvane, Kansas,
in 1962; received a Bachelor of Arts in Education degree
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July, 1979, at Oklahoma State University.

Professional Experience: Instructor of history and German language
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Assistant principal and instructor, Kapaun-Mount Carmel
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