

**ORGANIZATIONAL COMMUNICATION: INFLUENCES IN
COLLEGE TEACHERS' RECEPTION OF WORK
RELATED CHANGE MESSAGES**

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ABSTRACT

This study focused on organizational communication which specifically determined the communication and other related variables that influence college teachers' reception of work-related change messages. To achieve this, it determined the socio-demographic, psychological, communication, and organizational variables relevant to college teachers' reception of change messages as well as their relationship to reception.

The study used self-administered questionnaires which were composed of the variables considered in the study and college teachers' reception of work-related change messages. An in-depth interview was conducted and an analysis of secondary data was used. Data were analyzed using both bivariate and multivariate analysis namely, Pearson-product moment correlation, Chi-square test of independence, and multiple regression analysis.

Findings of the study showed that a relationship exists between the socio-demographic, psychological, organizational, and communication variables and college teachers' reception of work-related change messages.

The socio-demographic variables were found to influence reception of work-related change messages. Years of teaching experience and having published books/articles negatively influence college teachers' reception of change messages. On the other hand, the influence of receiving scholarship/grants, membership in professional/civic organizations, and civil status is positive. Age, gender, and educational attainment were found to be

intervening variables to morale, perception of the department chair, and source credibility. Age was found to be a predictor of affective reception of change messages. This shows that the personal characteristics of teachers influence their reception of work-related change messages.

The psychological variables morale, perception of change, expectations from the institution, perception of the department chair, and perception of the teaching profession influence college teachers' reception of work-related change messages. Morale, perception of the teaching profession, and expectations from the institution were found to be predictors of the cognitive reception of work-related change messages. Contribution to the profession/institution, morale, perception of the department chair, and expectations from the institution were found to be predictors of the intended action aspect of college teachers' reception of work-related change messages. This shows that college teachers' needs, attitudes, goals, beliefs, relationship with the department chair, and the organization as a whole influence their reception of work-related change messages.

. The organizational variables that were found to influence college teachers' reception were faculty development program, reward, and having attended a faculty development program. The existence of work-related policies, training program, and reward scheme serve as a controlling mechanism for teachers to comply to work-related change messages. Reward motivates teachers to respond positively to the change messages because of the positive benefit that they perceive from this behavior.

The communication variables source and channel were also found to influence college teachers' reception of work-related change messages. The qualities of the source which college teachers consider important are authority and power, concern for the welfare of teachers, trust, respectability, knowledge, and sense of justice and equality. Meetings were found to be effective channel in the positive reception of work-related change messages. The frequent taking up of work-related change messages in meetings was also found to be a good strategy as doing this has a positive influence on all the four aspects of reception considered in this study.

The study disclosed that in communicating work-related change messages the personal characteristics, needs, attitudes, goals, beliefs, and morale of college teachers must be considered. Maintaining the high morale of teachers and using the structural and people approaches are good strategies in achieving positive reception of work-related change messages among college teachers. Further, communication was found to be an essential tool to all change agents that can garner the understanding and support of college teachers who will undertake work-related changes.

The results of this study suggest to university management the need to review their criteria in hiring faculty members and in appointing department chairs. It is also suggested that management design incentive schemes to reward faculty members who comply to work-related change messages. This scheme should also include the senior faculty members and those who have published books/articles who were found to be less likely to comply to work-

related change messages. Further, designing a development program for faculty in terms of understanding change, improving relationship with the department chairs, helping those who cannot adjust and cope with the change situation in the university, and enhancing their perception of and commitment to the teaching profession will make college teachers more receptive to present and future work-related change messages that are being and will be communicated to them. Finally, it is suggested that management train department chairs to use a style of management that will enable them to get to know teachers better.

1. Purpose of Defined Literature	13
2. Study Framework	15
3. Research and Hypotheses	17
4. Data Collection and Analysis	23
5. Results and Discussion	25
6. Summary and Conclusions	140
7. Implications and Recommendations	145
Bibliography	148

TABLE OF CONTENTS

	page
Approval Sheet.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Biographical Sketch.....	vi
Abstract.....	viii
List of Figures.....	xiv
Chapter	
I. INTRODUCTION	
Background of the study.....	1
Statement of the Problem and Objectives.....	14
Significance of the Study.....	16
Scope and Limitations.....	17
II. Review of Related Literature.....	19
III. Study Framework.....	43
IV. Methods and Procedures	
Methodology and Research Design.....	62
Sampling and Sample Size.....	63
Instruments.....	63
Respondents and Participants.....	64
Variables and Measures.....	65
Data Collection.....	66
Data Processing.....	67
V. Results and Discussions	
Document Analysis and Interview of Department Chair.....	70
Survey Results.....	76
Statistical Test Results.....	109
Analysis of Findings.....	127
VI. Summary and Conclusions.....	140
VII. Implications and Recommendations.....	158
BIBLIOGRAPHY.....	164

APPENDICES

APPENDIX A-Tables

Table 1: Socio demographic Variables that Influence Reception of Work-related Change Messages.....	172
Table 2: Psychological Variables that Influence Reception of Work-related Change Messages.....	172
Table 3: Communication Variable that Influence Reception of Work-related Change Messages.....	173
Table 4: Policies that Influence Reception of Work-related Change Messages.....	173
Table 5: Organizational Variables that Influence Reception of Work-related Change Messages.....	174
Table 6: Topics taken up in Meetings that Influence Reception of Work-related Change Messages.....	174
Table 7: Frequently taken up Topics in Meetings and their Influence on Reception of Work-related Change Messages.....	175
Table 8: Relationship between the Intervening Variables and the Psychological Variables.....	176
Table 9: Socio-demographic Variables that Predict Affective Reception....	176
Table 10: Socio-demographic Variable that Predict Cognitive Reception...	177
Table 11: Psychological Variables that Predict Intended Action.....	178
Table 12: Faculty and Student Population of Sample Universities.....	178

APPENDIX B:

Questionnaires.....	179
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List of Figures

1. Ruben's Model.....	47
2. Researcher's Interpretation of Ruben's Model.....	49
3. Operational Frame work.....	57