This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) the development of an instrument to assess the communication needs of the community college; (2) the development of a kindergarten through twelfth grade interdisciplinary approach to communication skills; (3) the relationships among organizational communication structures and learning outcomes in college level communication courses; (4) a comparison of computer assisted, audiotaped, and "in vivo" systematic desensitization for the treatment of communication apprehension; (5) the development of criteria for establishing basic oral communication skills programs in elementary schools; (6) a statewide attempt to register and certify Minnesota state high school league speech contest judges; (7) the effects of human relations groups on fourth grade students' self-esteem and communications skills; (8) the effectiveness of student-oriented learning outcomes in a community college introduction to speech communication course; (9) the effects of stress inoculation training and conversation skills training on shy college students; and (10) a developmental communication skills program for Southeast Alaska native students. (FL)
Speech Communication Education and Classroom Interaction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC database. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Anderson, Betty Ritchie
THE DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE COMMUNICATION NEEDS OF THE COMMUNITY COLLEGE

Beall, Melissa Louise Christensen
APPLICATION OF THEORY: THE DEVELOPMENT OF A KINDERGARTEN THROUGH TWELFTH GRADE INTER-DISCIPLINARY APPROACH TO COMMUNICATION SKILLS

Cook, John Acklee
THE RELATIONSHIPS AMONG ORGANIZATIONAL, COMMUNICATION STRUCTURES AND LEARNING OUTCOMES IN COLLEGE LEVEL BASIC COMMUNICATION COURSES

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A COMPARATIVE ANALYSIS OF COMPUTER-ASSISTED, AUDIOTAPE, AND IN VIVO SYSTEMATIC DESENSITIZATION FOR THE TREATMENT OF COMMUNICATION APPREHENSION

Kowalski, Joan P. Sullivan
THE DEVELOPMENT OF CRITERIA FOR ESTABLISHING BASIC ORAL COMMUNICATION SKILLS PROGRAMS IN ELEMENTARY SCHOOLS

Palm, Patricia Jane Anderson
A CASE STUDY OF A STATEWIDE ATTEMPT TO REGISTER AND CERTIFY MINNESOTA STATE HIGH SCHOOL LEAGUE SPEECH CONTEST JUDGES

Parker, M. Elizabeth Mobley
EFFECTS OF HUMAN RELATIONS GROUPS ON FOURTH GRADE CHILDREN'S SELF-ESTEEM AND COMMUNICATION SKILLS

Preas, John Edward
THE EFFECTIVENESS OF STUDENT ORIENTED LEARNING OUTLINES IN A COMMUNITY COLLEGE INTRODUCTION TO SPEECH COMMUNICATION COURSE

Sellers, James E.
THE EFFECTS OF STRESS INOCULATION TRAINING AND CONVERSATION SKILLS TRAINING ON SHY (COMMUNICATION APPREHENSIVE) COLLEGE STUDENTS

Wauters, Joan Katherine
DESIGN OF A DEVELOPMENTAL COMMUNICATION SKILLS PROGRAM FOR SOUTHEAST ALASKA NATIVE STUDENTS
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THE DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE COMMUNICATION NEEDS OF THE COMMUNITY COLLEGE

Anderson, Betty Ritchie, Ed.D. University of Arkansas, 1982. 185pp. Major Professor: Dr. James O. Hammons

In any attempt at introducing planned change into organizations such as community colleges, one problem area will be the communication process. In order to reduce this problem, some means of assessing communication is needed. One approach would be to use the dimension found in the literature dealing with communication problems in organizations to develop an instrument to assess the problem.

The purpose of this study was the development of such an instrument, using the Likert method of summated ratings as the basic design. Because this instrument was considered to be an operational definition of the dimensions of communication, care was taken to ensure the items accurately reflected the literature.

The procedure included the construction of statements and their validation. Once written, the statements were reviewed to check congruence with the literature. These statements were then critiqued by a small group of people who were either knowledgeable in the community college or organizational communication fields.

After two reviews, this group agreed the instrument contained valid statements which would assess the communication problems of a community college. This study was then conducted in three community colleges to establish the underlying dimensions of the instrument and reduce the number of items contained in the instrument. This was done by the use of factor analysis.

The reduced-statement instrument was administered next in two community colleges thought to differ significantly on the construct. Using a t-test, thirty-three of the seventy-five statements were found to discriminate between the .05 level of significance. In addition, the use of the SPSS reliability program produced an overall coefficient of .83, with ALPHAs for individual sections of the instrument all above .85, indicating an acceptable level of reliability.

Three major implications were indicated by this study: the instrument developed, or a refined version of it, could be used by community colleges as a tool for evaluating communication needs before implementing planned change in a college; the instrument might serve as a research tool which can contribute to new knowledge in the community college field; and the instrument could be adapted for use in any kind of organization.

APPLICATION OF THEORY: THE DEVELOPMENT OF A KINDERGARTEN THROUGH TWELFTH GRADE INTERDISCIPLINARY APPROACH TO COMMUNICATION SKILLS

Beall, Melissa Louise Christensen, Ph.D. The University of Nebraska - Lincoln, 1982. 254pp. Adviser: John L. Petelle

The need for instructional programs in communication skills has been shown to be a complex process which is necessary for all students. Because of the situational nature of the communication process, there is a need for programs which provide instruction in the development and refinement of skills. Concomitantly, means of assessing skills must be developed. The present study discusses the need for such programs as well as the relevancy to future dialogues on the steps which went into the development of just such a program, then discusses the formative and impact evaluations of the program.

While the results of this study do not lead to claims of external validity, they do suggest that the instructional program described here is one which will impact students' growth in the achievement of communication skills. The small sample size for comparisons of pre- and post-assessment scores combined with the restrictions placed upon the study by the School District make evaluation difficult but not impossible. The absence of controls in this study was mandated by the School District. An evaluation of the program's effectiveness was run, however, by comparing the pre- and post-assessment scores of 124 students. Comparisons were run only when there were paired data available. The comparisons were highly significant in seventeen of the nineteen skills with one skill being marginally significant and one skill not significant at the .05 level.

Implications for the future, derived from this study, include additional testing to see if the program has generalizability, additional training for teachers in the area of nonverbal communication, testing assessment instrument, and tests to determine inter-rater
Consequences of the innovations were that more high school judges are registered with the MSHSL, that registered judges decreased sharply during the first year of implementation, that the population of judges changed, and that there is a strong resistance to the registration and certification procedures by college judges.

EFFECTS OF HUMAN RELATIONS GROUPS ON FOURTH GRADE CHILDREN’S SELF-ESTEEM AND COMMUNICATION SKILLS - Order No. DA8302282

The purpose of this study was to investigate the effects of human relations group experiences on fourth grade children’s self-esteem and communication skills.

A total of 120 fourth grade children in an elementary school in Alachua County, Florida, was randomly assigned to two experimental and two control groups. Each group was comprised of 30 children. Human relations group experiences were provided for the 60 children in the experimental groups by the researcher, who is the school guidance counselor. The experimental groups met 30 minutes twice a week for eight weeks and received 16 structured activities in human relations. These activities were designed to increase awareness of self and others and to improve communication skills.

The first dependent variable, self-esteem, was measured pre- and posttest by the Coopersmith Self-Esteem Inventory (SEI). The second dependent variable, communication skills, was measured pre- and posttest on the Counselor Verbal Response Scale by means of 180 audiotapes which recorded the communications of student dyads role-playing problem-solving situations.

Data analysis showed no significant differences as a result of the human relations group experiences between the experimental and control groups’ self-esteem and communication skills in the understanding, specific, and exploratory dimensions. However, there was a significant difference between the experimental and control groups’ affective dimension of communication skills.

In addition, analysis of the data by t-test indicated that the experimental groups had a significant gain in scores on self-esteem and communication skills in the affective, understanding, specific, and exploratory dimensions. A correlation coefficient analysis indicated a positive and significant relationship between self-esteem and each dimension of communication skills.

The results of this study indicate that self-esteem and communication skills were improved significantly in fourth grade children by their participation in human relations group experiences. This study also suggests that self-esteem and communication skills are positively related. The implications are that such experiences in the school can significantly improve children’s feelings toward themselves and others.

A CASE STUDY OF A STATEWIDE ATTEMPT TO REGISTER AND CERTIFY MINNESOTA STATE HIGH SCHOOL LEAGUE SPEECH CONTEST JUDGES. Order No. DA8301985

This paper presents a case study of the implementation phase of an authority innovation decision of the Minnesota State High School League (MSHSL) to register and certify judges for speech-theatre-debate contests.

The primary research questions which guided the study were (1) What is the meaning of the innovation—the subjective perception of the innovation by the clients? and (2) What are the consequences of the innovation?

Two surveys of two samples of MSHSL judges were conducted over a three-year period of time. The survey data was analyzed and comments submitted to content analysis procedure.

The study concluded that the meaning of the innovations was different for adopters than for nonadopters.

The meaning of the registration innovation for adopters is vague. Those who did not adopt the registration innovation interpreted it as an attempt on the part of the state to collect more money; as an insult; as an ineffective method of insuring competency; and as unassessable. Of state judges and college judges were more apt to be nonadopters than were instate or high school judges.

Adopters of the certification innovation saw this innovation as a means of preparing new persons as judges, and as a confirmation of their philosophies and practices of judging. Adopters supported the goals of the certification workshop and tended to evaluate it favorably. Nonadopters viewed the certification innovation as an ineffective attempt to weed competent from incompetent judges, as an impossible effort to train judges in one day, as ignoring previous training and experience, as an insult to competency, as a waste of time and money; and as a mechanism to polarize judges.
The study tested two hypotheses: (H₁) the use of SOLOs will increase student achievement in a community college introductory speech communication course; and (H₂) students will have a positive attitude toward SOLOs.

**Procedures.** Popham's Interrupted Time Series Design was employed with the only difference in instructional treatment being the use of SOLOs by the experimental groups.

Achievement by students was determined by performance on four unit tests and a comprehensive final examination. Student attitudes toward the course and the SOLO concept were measured by the use of course evaluation and SOLO evaluation forms.

**Results.** All students who completed the course expressed a favorable attitude toward the course in general, and toward the use of SOLOs in particular, on both the course and SOLO evaluation forms. This positive reaction, however, did not always translate into increased achievement for the experimental group. The same two sections consistently performed better on tests than the other two sections, even when functioning as control group. The same results were achieved on the cumulative final.

**Conclusions.** With no change in course content, and SOLOs as the only change in course structure, student attitude toward the course showed a definite improvement. However, this improved attitude did not translate into improved student achievement.

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**THE EFFECTS OF STRESS INOCULATION TRAINING AND CONVERSATION SKILLS TRAINING ON SHY (COMMUNICATION-APPREHENSIVE) COLLEGE STUDENTS**


Chairman: Larry Loesch

The purpose of this study was to measure the treatment effects of two group counseling strategies: each of which employs distinctive techniques for the amelioration of the negative effects of shyness, specifically, communication apprehension in socially anxious college students. The effects of stress inoculation training, cognitive-behavioral intervention, were compared to the effects of communication skills training, a social skills intervention, using no-treatment control group.

The results of this study revealed that the shy individuals in the two treatment groups became less socially apprehensive, less likely to avoid social situations, and less anxious in social situations requiring interpersonal communication when compared to the no-treatment control group. Both treatment groups made significant changes on the Social Avoidance and Distress Scale. The results on the Social Interaction and Self-Statement Test were not conclusive when compared to the no-treatment control group. Neither the conversation skills training group nor the stress inoculation training group reported significant decreases in their negative cognitions regarding interpersonal communication.

This dissertation acquaints the reader with a review of the relevant literature on shyness from the counseling and psychological perspectives and the communication studies perspective. Conclusions based on the outcomes of the research are offered. Implications for the counseling profession and for continued research are also offered.
Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

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