The Initial Impact of ODI on Organization Communication and Interpersonal Communication of Heads, Teachers and Support Personnel in Human Resource Department of Saint Gabriel's College

Kanidtha Burachati

An Action Research Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management in
Organization Development and Management
Faculty of Graduate School of Business
Assumption University
Academic Year 2010

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Abstract

The main purpose of this study is to determine the "Initial Impact of Organizational Development Intervention on Organization and Interpersonal Communication of Heads, Teachers and Support Personnel in Human Resource Department of Saint Gabriel's College". This study aimed to: (1) describe and analyze the current situation of the human resource office in terms of organization and interpersonal communication. (2) identify and implement appropriate ODI's to improve organization and interpersonal communication in human resource office,and (3) determine the initial impact of ODI on organization and interpersonal communication in human resource office. Specifically, the study sought to answer the following questions: 1. How do the heads, teachers and support personnel organization and interpersonal communication in human resource react in terms of their a. Pre-ODI and Post-ODI?b. Problems encountered? 2. Which Organizational Development Intervention greatly affects the organizational and interpersonal communication in human resource? 3. What is the significant difference between pre-ODI and post-ODI in the organization and interpersonal communication of the heads, teachers and support personnel in human resource of Saint Gabriel's College?

There were 219 respondentsin this study that comprises of 14 heads, 146 teachers and 59 support personnel. The research design of this study uses the Action Research Model with Organizational Development Intervention to measure the components of interpersonal communication. There were two methods applied in gathering the data, the use of questionnaire and the use of interview questions.

Data analysis was divided into two methods; quantitative and qualitative data analysis. The descriptive statistic of frequency distribution and mean were the main statistic method used in order to differentiate the gaps between the pre-IDI and post-IDI. To determine the impact of organization development intervention on organization and interpersonal communication, sample paired t-test was used.

After all the data was gathered, analyzed and interpreted, concrete observation and conclusion were raised. The results obtained from this study serves as a guide and inspiration for other departments with regards to interpersonal communication such as, new policies/rules must becommunicated clearly by personnel from human resource office to the members of the organization; communication lines should be always open between the members of the organization and personnel from human resource office; rich communications like face to face meetings, general assembly, and personal visitation of human resource personnel must be practiced especially for sensitive matters at all times; important announcements must be circulated among the heads, teachers and support personnel by personnel from human resource office always; lean communications like memos, written letters must be used for routine matters by personnel from human resource office at all times; the personnel from human resource office must cooperate in coaching and relaying written and verbal communication to the members of the organization; and communication room for information filing and storage must always be used and available from personnel of human resource office.

Organizational development intervention applied has a great impact in the interpersonal communication of personnel from human resource office. Monitoring, relaying, systematic data filling; flow of circulation of information; improving letters and memos; conducting meetings, assembly and visitation; coaching and availability

of communication room must be maintained and exercised by the personnel from human resource office.

Significant difference in this study was greatly achieved by the researcher. There is a very high significant effect in both heads and support personnel. Nevertheless, teachers also resulted to a high significant effect.

This research was a successful effort of the researcher in bringing and exposing the different organizational development intervention to aid the problems and weaknesses of human resource office in terms of organizational and interpersonal communication.It was suggested that,pursuing the present objective and plan, the services of human resource office will improve if there's a better and effective communication. Heads, teachers and support personnel must also cooperate with the personnel from human resource and vice versa. Communication lines must be open at all times. Flow of communication in the system must be continuous and must not be interrupted.

Interpersonal communication in the human resource office will be more effective and worthwhile if all members will cooperate, initiate and unselfishly do their jobs.

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Ms. Kanidtha Burachati

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Chapter 1

THE PROBLEM / POTENTIAL CHALLENGE FOR CHANGE

This chapter presents the problem and its background on which the potential challenge for change are discussed and presented. Development of SWOT analysis was also tackled to link the current problems to the kind of intervention that the researcher wanted to implement.

1.1 INTRODUCTION

Successful organizations or institutions are those whose goals are met in a pre-determined and even unfolding time. Managers must ensure that every member works together effectively to achieve such goals. Aquino (2000) cites Newman and Summer asserting that "when men join together in various enterprises, pooling their resources and exchanging the fruits of their labors with many other people or enterprises, they grasp a means to prosper." Furthermore they said that "the job of the management is to make such cooperative endeavors function properly; convert disorganized resources of men, machines and money into useful enterprises and inspire people associated with the enterprise to work toward objectives."

The importance of people in an organization is clearly emphasized above. In fact people are among those that make up organizations. This is much more true in educational institutions which are viewed as social systems. The Education Act envisages an "educational community" as having reference to those persons or groups of persons as such or associated in institutions involved in organized teaching and learning systems.

Guba and Getzels as cited by Aquino (2000) have pointed out that in a social system like the educational institutions; the most important sub-unit is the roles which represent positions, offices, or statuses within the institution. These include the teachers, students, administrators, non-academic support personnel. Roles are defined in terms of expectations or normative rights and duties. Individuals occupy roles or positions in the school, and because owing to individual differences, no two administrators, teachers, or students have the same personality. These individuals behave differently in similar situations. Personality is a dynamic organization within the individual containing needs –dispositions that govern idiosyncratic reactions to the environment (Aquino, 2000).

The goal of educational leaders or managers must therefore focus on managing the people effectively despite differences in roles, behavior and personality. They have to achieve unity from diversity. They have to motivate people to do their respective roles in a given span of time following standard rules. In this way, institutional goals will be achieved. However, Patrick (1996) cited that a human relation is not limited to supervisor. It applies to every employee in an organization. The role of human relation must not confine only in one aspect of organization. It must be diverse and flexible to all roles and function of each member of organization.

Tengco (1997) cites Sherwood, a human relations consultant, enumerating the best ways to motivate workers are as follows: Encouraging them to make decisions; assisting employees when they ask; giving them responsibility and accountability for their jobs; and explaining them how office tasks relate to their personal goals, as well as to the organization's long- and short-term goals.

Furthermore, Aamodt (2001) described employee relationship as interaction between co-workers, co-workers and managers, and the relationships workers have or don't have with the organization in which they work.

Concern and sensitivity for employees are also very significant in motivating them to be productive. Feinberg (1997), says "the best way to motivate a subordinate is to show him that you are conscious of his needs, his ambitions, his fears and himself as an individual. The insensitive manager, who is perhaps unintentionally aloof, cold, impersonal and uninterested in his staff, usually finds it very difficult to get to his people to put out an extra effort."

Furthermore, Tengco (1997) cites factors why workers underperform. One may be the employee's dissatisfaction with work, pay opportunities or coworkers; second is insufficient skill, knowledge or aptitude; destructive pressure from variety of forces like a bad supervisor or family problems; and inability to get along well with others because of personality defect.

Marsh (2000) mentioned that a strong interpersonal relationship skill is manifested by mutual relationship, social awareness, extroversion and communication while isolation, distrust, shyness and alienation resulted to low level interpersonal relationship.

Communication and information is part of the progress of an organization where staffs communicate with each other properly to send the information data to each department and collaborate with other people inside and outside the school. The information relay is important in an organization. There should be an excellent flow of communication, misunderstanding must be avoided and effective communication must be carry on because tendency one mistake can affect organizational stability.

The above concepts and assumptions motivated the researcher to embark on a study that focused on organization and interpersonal relationships of teachers of Saint Gabriel's College. The objective analysis of the findings was the bases of the discussions and its implication to organizational development.

1.1.1 Global Context

Cultural growth in the twenty-first century has heightened the emphasis on interpersonal communication in an intercultural setting. As our world grows, expands and becomes increasingly more interconnected by various technological advances, the need for effective interpersonal communication among differing cultures has become quite clear. Due to the advancement of technology in today's world, a world in which some businesspeople are involved in transactions with other businesspeople in faraway countries, the call for knowledge of intercultural communication within this setting has become a reality. Interpersonal communication is a form of communication that involves a small number of people who can interact exclusively with one another and who therefore have the ability to both adapt their messages specifically for those others and to obtain immediate interpretations from them (Lustig et al, 1993). Although interpersonal communication is usually thought of as being perf! Ormed in small, centralized groups, a need to broaden these groups and bring about a general feeling of cultural awareness has become apparent. To a certain degree, all communication could be called interpersonal, as it occurs between two or more people. However, it is useful and practical to restrict the definition to distinguish those relationships that involve a relatively small group of people, such as couples, families, friends, workgroups, and even classroom groups from those involving much larger numbers of people, as would occur in public rallies or among massive television audiences. Unlike other forms of communication, interpersonal

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communication involves person-to-person interactions. Additionally, the perception that a social bond has developed between the interactants, however tenuous and temporary it may seem is also much more likely.

1.1.2 Asian Context

Asia is uniquely positioned to suffer the great global challenges of the 21st century. Containing 60% of the world's population, its dense populations are vulnerable to economic downturns, social upheaval and environmental degradation. Yet, Asia is also the incubator of some of the most innovative approaches to these challenges. Asia's social enterprise sector has grown to be as vast and diverse as the individual countries and challenges it spans.

On the other hand, considering the role of religion in society in Asia has become increasingly contentious in recent years. In the past few centuries, most stable societies have been underpinned by a single religion. Naturally there have been competing factions within the religion contained in a single society. Often, as in the case of different sects, there has been a division within society on religious grounds. However, the differences have been of what Christians often refer to as inter-denominational rather than a conflict of religion. Nevertheless, there have been indisputable conflicts, often politically based. These have been present in all the major religions of the world for several centuries. In addition, there has been a tradition of religious proselytising between the religions over the centuries, although this usually manifested itself as the result of a clash of cultures and traditions. It also resulted from the expansion of populations or political spheres of influence.

In addition, the role of society and culture in Asia are undergoing enormous changes which have radically altered the life of the average person, making it very

different from that of their parents' and grandparents' generations. Culture and Society in the Asia-Pacific examines the critical social and cultural factors in the rise of the Asia-Pacific region at the end of the twentieth century. It looks at the tension between tradition and modernity, especially how Western and other Asian cultures have had an impact on traditional cultures. The growing economy in this region plays a significant role in how societies are changing. This volume addresses the issues which affect people's everyday lives, including the family, gender relations, religion, the arts, film, ethnic relations, population migration education, and images of the Pacific.

1.1.3 Thailand Context

The language barrier is a major problem for today's global communication. Existing technologies like automatic text translation as well as speech input/output can now be a seed for an innovative technology called speech-to-speech translation, where speech in a source language can be translated to speech in a target language.

Client applications can be in many forms such as voice-interfaced instant messengers with a translation service, and a peer-to-peer software that helps translation between two languages. Although the current system has been built particularly for the travel domain, modification to other domains requires only the development of a domain-specific database. This happens to be useful in many application areas e.g. tourism, multi-cultural communication, social networking, international conference and business.

(http://www.nectec.or.th/en/index.php?option=com_content&view=article&catid=41&Itemid=75&id=78)

The Thai public's perception is that implementation of the current education reforms is even slower than usual. The perception that slows pace is not surprising given the national scope of implementation and the broad nature of mandated changes that reach into all aspects of schooling. There is, however, no question of a gap between the public's perception of urgency and the capacity of the national education system to respond. Several "local factors" have complicated the current attempts at systemic education reform in Thailand. First, Thai teachers perceive the current reforms as 6"foreign" in origin and in nature. Discussions about educational reform in Thailand often assume that people are speaking the same "language." Many English terms such as student-centered learning or school-based management have indeed been imported from abroad and have no equivalents in the Thai language. When these terms are translated, educators are often unsure of the true intentions behind the words or phrases. This leads to a proliferation of interpretations and confusion. (http://www.philiphallinger.com/papers/planning_changing.pdf)

1.1.4 Background of Saint Gabriel's College

Brother Martin de Tour and his fellow brothers founded the St. Gabriel foundation in Thailand. The Assumption was first founded to provide the elementary education and then followed by the St. Gabriel's College1920. In 2009 St. Gabriel's college celebrated its ninetieth anniversary. The first students to study in St. Gabriel's college lived in the immediate area of the school, and were taught how to speak and write English. The French could not speak Thai, therefore, they taught English to the Thai children to communicate with each other. The brothers have a set appointment that they are allowed to work at a certain school. The first building on the compound is the Martin de Tour building. It is the original building of the school. The rest of the infrastructures were built as there were more demands for rooms and teachers. The

newest buildings are the Andrew building for grades 7 through 9, the Mary building is for grade 10 to 12, and the John Mary building as a dormitory for the foreign teachers and guests. Brother Wisit Srivichairat rebuilt the St. Gabriel foundation compound in Nonthaburi which has seven houses for the Saints that the school celebrates. Brother Wisit also built a zoo in the complex. The compound was renamed Academic of St. Gabriel's Foundation and teaches grades 3 through 9, boy scouts and life skills. This compound is ten years old and is available to rent for any foundation wanting to teach students and do activities. There has been a new meeting hall built this year to support larger gatherings. Brother Anusak Nithiphanthahorn changed the curriculum to what it is today. There are Thai teachers teaching English in every subject with the help of foreign teachers.

The current school structure is organized in 5 Departments namely, 1.Acadamic Affairs 2.Director Office 3.Disciplinary Affairs 4.Activity Affairs 5.Service Affairs. Every department controls their staff by head of department and Head of section. Director gives policies to the head of each department to distribute job to their staff. Every month school has monthly meeting for Head of department, Head of section and Head of level to discuss their job. They also have meeting with Thai teachers and foreigners teachers in order to inform them new policies and new approach for their job. Sometimes, the director gives new policies or new projects to the head of each department and to their staff to work with groups or individuals. After following new policies or project, the progress must be reported to the director (see the organizational chart in figure 1).

Organizational Structure of Saint Gabriel's College

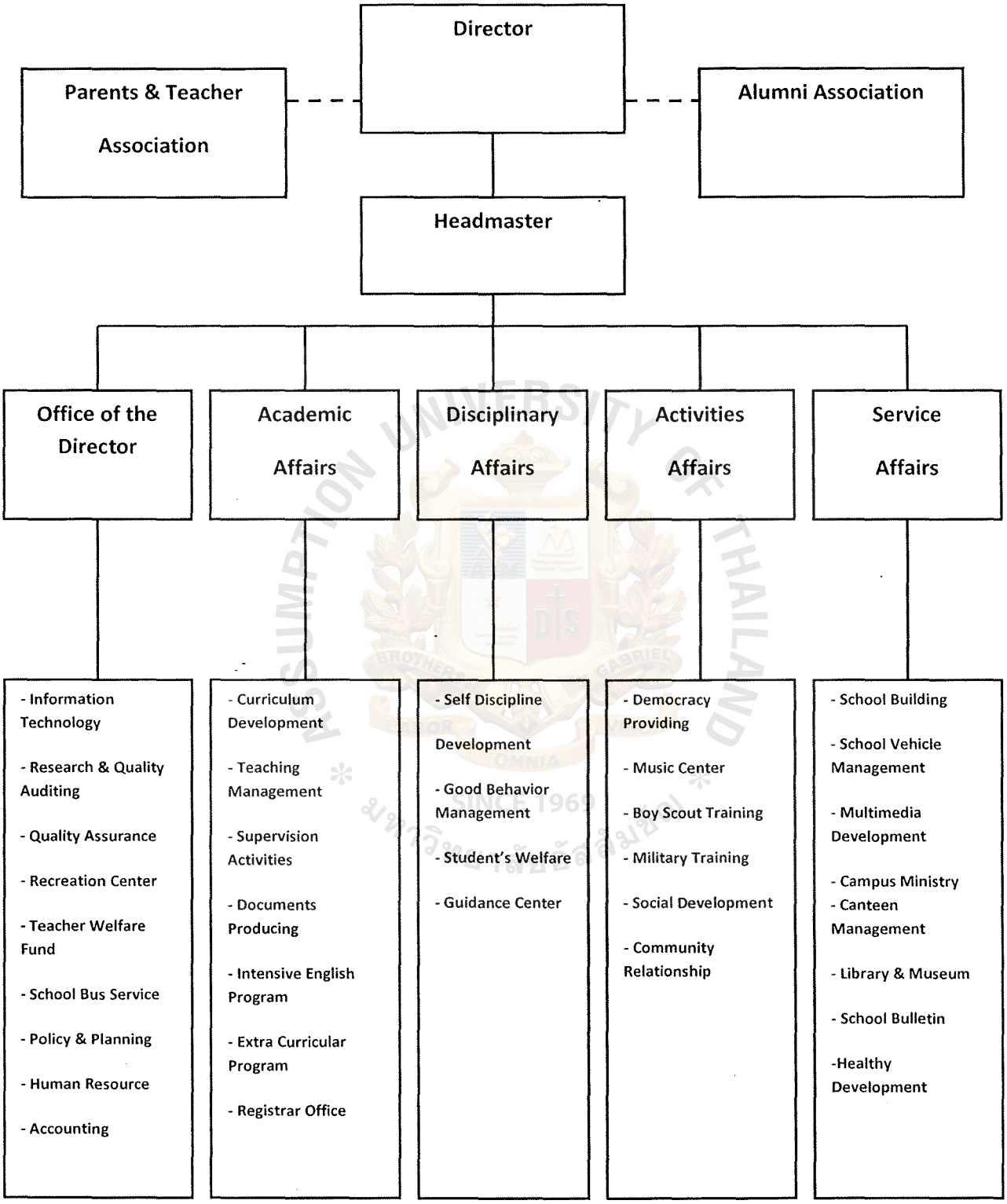

Figure 1: Organizational Structure of Saint Gabriel's College

Structure of Human Resource Department

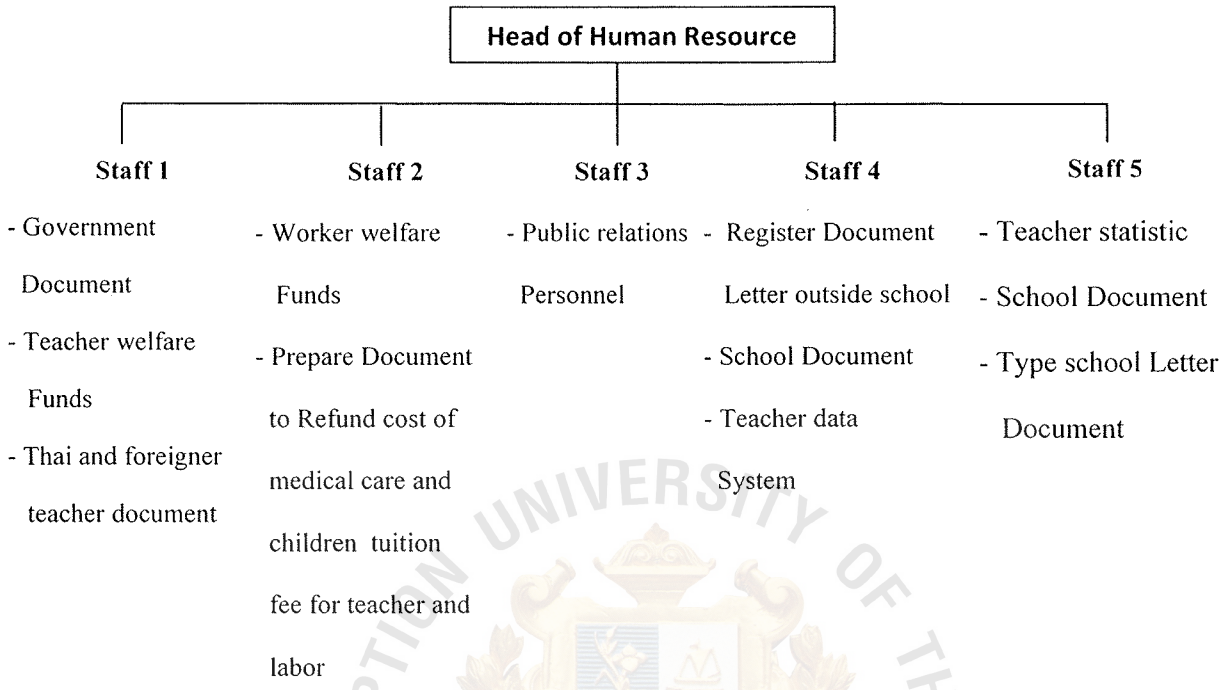

Figure3: Organizational Structure of Human Resource

The following are the five human resource staffs, whose functions and job description are described.

Staff 1: -The main duty of staff one concerns with the government documents. He/she is responsible for sending and receiving document at the Ministry of Education, Ministry of Labor, immigration Bureau and other office government. Another function is to compile teachers' data to the profile and monitor as the time keeper for teachers and as well as to finish off money from teacher welfare funds and send to financial office at the end of the month and keep all the teachers' private data in the computer and file cabinet.

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Staff 2: -The duty of staff 2 is to compile the work and data profile and at the same time as a second time keeper in-charge to support workers in the school. Staff two also deals with the data to collect the workers' money from worker welfare funds and sends to financial office at the end of month. He/she is responsible to prepare document in refunding cost of medical care and children tuition fee for teachers and labor. After he/she finishes the document, he/she will give the data to staff 1 for him/her to send to the government.

3599 e 1

Staff 3: - The duty of staff 3 is to stay in the information room and receive the letter from the postman, in charge of putting into the school box and separate it by different levels of teachers and departments and answer the telephone calls from inside and outside school.

Staff 4: - Staff four's duties are to bring the letter from staff 3 to sort out the school letter to register it in the computer and send the letter to the director's signature. Staff four also keeps the school annual data, such as meeting of teacher's yearly or confidential documents of the school. He/she is also in charge in printing teachers' attendance and finishes work statistic to record teachers' data.

Staff 5: - Staff five's duties are to take the teacher attendance and finishes work statistic of staff 4 and encode in the program statistic followed by reporting it to the academic affairs. Staff five is also of charge of typing all the school documents and teacher's document by all request form that the human resource is concerned with.

1.1.5 System Framework of Saint Gabriel's College

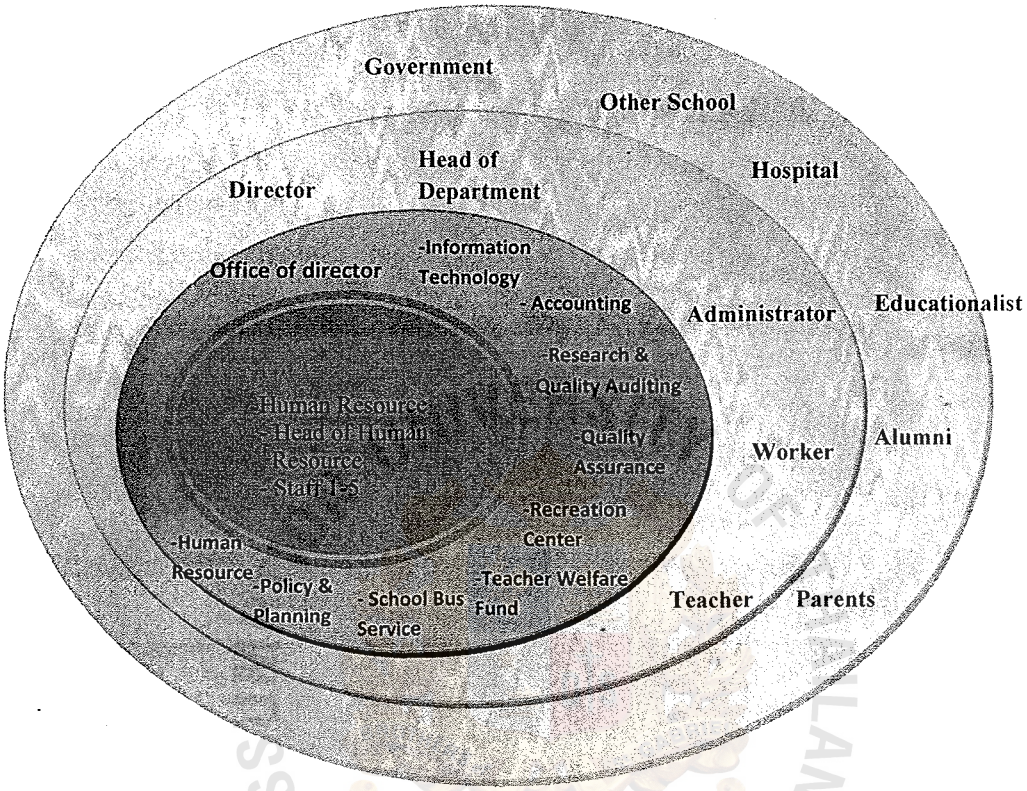

Figure 2: System Framework of Saint Gabriel's College

Figure 2 displays the internal and external relationship related with the Human resource office. The Human Resource has 1 head and 5 staff who work and give information past by together, help each other's work when people come to contact in the office.

Human resource is the one office under the office of director which duty line staffs in human resource have to cooperate with other divisions such as staff in human resource sent the welfare funds data to accounting and every month staff under the Office of Director have meeting together to share the problems and new ideas to make the job flow.

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Staffs in other department support human resource and human resource support them too because human resource has a duty to keep data and statistic of the all employee of school. Human resource made a plan to develop staff under the director's policies.

External outside school important for human resource office because the function line. Head of human resource receive the policies from director to develop employee in every dimension by using expert educationalist to observe teachers, staffs and students etc.

1.1.6 SWOT Analysis of Saint Gabriel's College

Human resource department is one of the busiest offices in school; it caters most of the offices to supply demands of employees' needs, filing of data of school and employees, time keeping; preparing and helping the foreigners to obtain visa and work permit; and other legal matters of the school.

In human resource, the current situation the researcher wishes to focus is on the challenges in organization and interpersonal communication among staff members and other employees at Saint Gabriel's College. Some problems are: miscommunication, information dissemination, poor data and information system filling, rich communication (face to face meetings and general assembly), circulation of important announcement and lean communication like memos and written letters.

Saint Gabriel's College as an organization has many achievements and downfall. It has strength and opportunities to share with its employees. It also has some weaknesses and threats that must be overcome and resolved in order to run smoothly. Below is the summary of the SWOT analysis of Saint Gabriel's College.

SWOT Analysis

Strengths	**Weaknesses**
Saint Gabriel's College ▪ Intensive English Program ▪ English Communication ▪ High technology ▪ Morally upright and respectable school ▪ Stable financial capability **Human Resource Department** ▪ Experienced personnel ▪ Friendly office environment ▪ Active workers ▪ Help teacher's problem ▪ Approachable and open communication.	**Saint Gabriel's College** ▪ Not enough classrooms ▪ A lot of students in classroom. ▪ Limited area for students to play. ▪ Lack of students' discipline. ▪ Limited area for car parking. **Human Resource Department** ▪ Miscommunication among staff members, teachers and heads ▪ Loose information dissemination ▪ lack of data and information system filing ▪ Lack of communication system ▪ Lack of circulation of important announcements ▪ Lack of lean communication ▪ Ineffective communication with old employee
Opportunity	**Threat**
Saint Gabriel's College ▪ Support from Alumni and Stakeholders ▪ Free Education for teachers and staffs ▪ Scholarship for students ▪ **Human Resource Department** ▪ Provides training and seminars ▪ Chance to study free	**Saint Gabriel's College** ▪ Too much competition ▪ Location in town ▪ Expand area **Human Resource Department** ▪ Lack of communication skills ▪ Lack of information outside office ▪ Lack of cooperation from teachers and other staffs

Figure 4: SWOT Analysis of Saint Gabriel's College

Strengths

Saint Gabriel's College is one of the oldest schools in Thailand, catering all boys for almost a century. It possesses much strength that is visible throughout the years of its existence. It has intensive English program running for almost 8 years, wherein English is the medium of language of instruction. Classrooms and offices were built with state of the art technology in order to give quality service for both students and parents as well. Saint Gabriel is a Catholic school promoting high morality. That is why this school has gained its respect from all parents and students who graduated from this school. It has a strong financial capability because of the full support of its stakeholders.

On the other hand, looking at the human resource department, this department has qualified and experienced personnel; happy and friendly environment; and active workers. This department helps teachers in everything, even teacher's problem. All staffs and head in this department work just like a team. Human resource department is an approachable office in this school.

Weaknesses

Every organization has its own weakness. Saint Gabriel's College is a big school and has many buildings, but still the classrooms are not enough for all the students. The classroom was crowded and over populated. Another one is the number of teachers is so big and it's difficult to manage their data and personal information. Since the population is big, the space for students and teachers is not enough. Moreover, the school is encountering some problems right now such as: employee's interpersonal communication.

Considering the human resource department, there are many factors that are seemingly not doing good such as: miscommunication among staff members, teachers and heads; loose information dissemination; lack of data and information filing; lack of communication system; lack of circulation of important announcements; lack of lean communication; and ineffective communication with old employee.

Opportunity

When it comes to opportunity and chance, Saint Gabriel's College offers much to its employees and students, such as scholarship for students to attend and experienced out of the country English camping. Teachers have also a good chance to study post education degree and master's degree for free. These opportunities are made possible because of the strong financial capability of the school and the generosity of its stakeholders.

The human resource department personnel also received and experienced many seminars and trainings for free. They can also study outside for master's degree and doctoral degree.

Threats

Sensitive issues and problems that the school encountered turn to be a threat to school's management and credibility. One of this is too much competition inside that will eventually lead to fight and lack of cooperation from each other. Another threat of Saint Gabriel's College are location in town and close with other schools that in the morning and evening creates traffic jams. This is one problem for students and teachers including the passengers outside school. School has reliability from parents of the students and new parents would like to bring their children to study in school

but the limited the area can't make many buildings and high buildings' so school has to limit amount of students in every year.

In part of human resource department, lack of trust and communication skills is a serious threat in the school's progress. Lack of information outside office when other departments have activities and not give information to Human Resource Department to announce on the board and that makes the teachers lose information data. The last is lack of cooperation from teachers and other staffs when Human Resource Department want some data information but teachers and other staffs return data late or staff in human resource follow data by many ways.

Strengths and opportunities possessed by Saint Gabriel's College are not enough if there are weaknesses and threats. Proper identification of the problem or weaknesses within the school, especially in the human resource department can immediately resolve and improve the lack of proper and quality communication. The need for action research is necessary in order to solve these existing weaknesses and potential threat in the school system.

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1.2 Research Objectives

1. To describe and analyze the organization communication and interpersonal communication of head, teacher and support personnel in human resource office.
2. To identify and implement appropriate ODI's to improve organization communication and interpersonal communication of head, teacher and support personnel in human resource office.

3. To determine the initial impact of ODI on organization communication and interpersonal communication of head, teacher and support personnel in human resource office.

1.3 Statement of the Problem

The main purpose of this study is to find out the initial impact of organization development intervention on organization and interpersonal communication of heads, teachers and support personnel in human resource department of Saint Gabriel's College.

1.4 Research Question

1. Which Organizational Development Intervention greatly affects the organizational and interpersonal communication in human resource?
2. How do the heads, teachers and support personnel organization communication and interpersonal communication in human resource office in terms of their
   a. Pre-ODI and Post-ODI?
   b. Problems encountered?
3. What is the significant difference between pre-ODI and post-ODI in the organization and interpersonal communication of the heads, teachers and support personnel in human resource of Saint Gabriel's College?

1.5 Research Hypothesis

Ha1: There is no initial impact of organizational development intervention in the organization communication and interpersonal communication of heads, teachers and support personnel in human resource department.

Ho1: There is initial impact of organizational development intervention in the organization communication and interpersonal communication of heads, teachers and support personnel in human resource department.

1.6 Significance of the Study

The findings of this study would primarily benefit Saint Gabriel's College as an educational institution. Through this, valuable information would be revealed that may significantly bring about better management of people to work for the accomplishment of goals, one of prime importance of which is to provide excellent educational services that will produce highly competitive graduates and keep them from coming back for more development.

To the administrator/head/supervisor, it would serve as a basis on the kind of programs and policies that might be implemented to improve organization and interpersonal communication.

To the teachers, this would inspire them to work for a more dynamic relationship with other members of the organization.

To the support personnel, this would serve as a bridge towards more optimistic work relations. To the administrators, this would provide enough bases of better administrative strategies and programs.

To the students, this would bring about high quality of teaching and learning standards as a result of a more dynamic and open school environment where everybody is motivated to perform their varied roles in pursuit of bringing about excellence and competitiveness.

This would benefit the employees of various organizations and institutions, especially educational institutions. This study would provide other researchers with information on organization and interpersonal communication and its possible impact on educational management.

1.7 Scope and Limitation of the Study

This study determined the organization communication and interpersonal communication of faculty members, heads and support personnel of Saint Gabriel's College. It would specifically evaluate interpersonal communication with head, teachers and support personnel on the aspects of information dissemination, data and information system, circulation of announcements, lean communication, rich communication and effective communication.

The study would involve the faculty members of the different departments and teachers. Total enumeration was utilized in this study. The study was only an evaluation based on the respondents' feelings or perceptions. The respondents included 219 respondents who were employed during the time of data collection.

1.8 Definition of Terms

For uniformity of ideas and understanding among the readers, the following words were defined using theoretical and operational definitions in the study.

Organization communication. this refers communication in whole organization from interpersonal to faculty member communication and to another Department.

Communication with Teachers. This refers to interpersonal communication or dialogue to other employees within the same rank or position.

Communication with Heads. This refers to interpersonal communication of faculty member with the immediate head or supervisor.

Communication with Support Personnel. This interpersonal communication refers to the interaction verbal/non-verbal between faculty members of the different departments and personnel in the administrative offices such as the registrar, student affairs office, guidance office and the maintenance department.

Effective Communication. This is the clarity of verbal and non-verbal communication among the employees characterized by understanding of the messages, announcement or statements that are being sent or relayed.

Organization. According to Lamberton (1995), it refers to a system of consciously coordinated activities or forces of two or more persons with common denominator namely: coordination of effort, common goal, division of labor & hierarchy of authority. This includes the superior, peer or co-faculty and support personnel.

Lean communication. This refers lack of lean communication between people and people when they have communicated or misunderstand.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter reviews the theories, models and literature that are related to the research topic of "Organization and Interpersonal Communication of Teacher, Heads and Support Personnel in Human Resource Department at Saint Gabriel's College".

2.1 Organization as a System

Harvey and Brown explain organization as a system approach of the view that organization is the unified system in which a system is a set of interrelation parts unified by desire to achieved goals (Cummings and Worley, 1997).

The effect of this system theory in management is that writers, educators, consultants, etc. are helping managers to look at organizations from a broader perspective. Systems theory has brought a new perspective for managers to interpret patterns and events in their organizations. In the past, managers typically took one part and focused on that. Then they moved to another part. The problem was that an organization could, e.g., have wonderful departments that operate well by themselves but don't integrate well together. Consequently, the organization suffers as a whole.

Now, more managers are recognizing the various parts of the organization, and, in particular, the interrelations of the part, e.g., the coordination of central offices with other departments, engineering with manufacturing, supervisors with workers, etc. Managers now focus more attention on matters of ongoing organization and feedback. Managers now diagnose problems, not by examining what appear to be separate pieces of organization, but by recognizing larger patterns of interactions.

Managers maintain perspective by focusing on the outcomes they want from their organizations. Now managers' focus on structures that provoke behaviors that determine events – rather than reacting to events as was always done in the past.

To understand an organization as a system of production, we must consider the three questions a practitioner must consider in order to improve the organization: Figure 5 shows the Organization as a System.

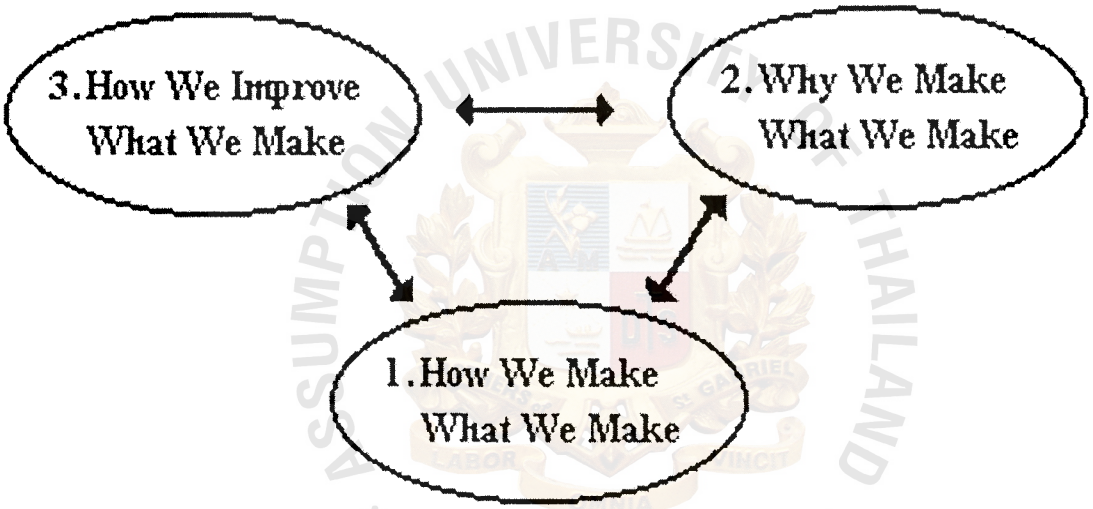

Figure 5. Organizational System (Von Bertalanffy 1956)

Defining a system in this way, you can link the means of production with the aim or purpose of the organization in order to continually improve. "Aim" means the connection to the underlying social or community need. The aim also considers the environmental issues that may affect the future of the organization. General systems theory, originally proposed by Von Bertalanffy and then by others in Biology, Psychiatry, Management, and Engineering, is all related. An open system is a system that permits continued access from "outside" of the system itself.

Deming defined a system as a group of interdependent people, items, processes, products, and services that have a common purpose or aim. A system that is capable of continual improvement is illustrated in Figure 6.

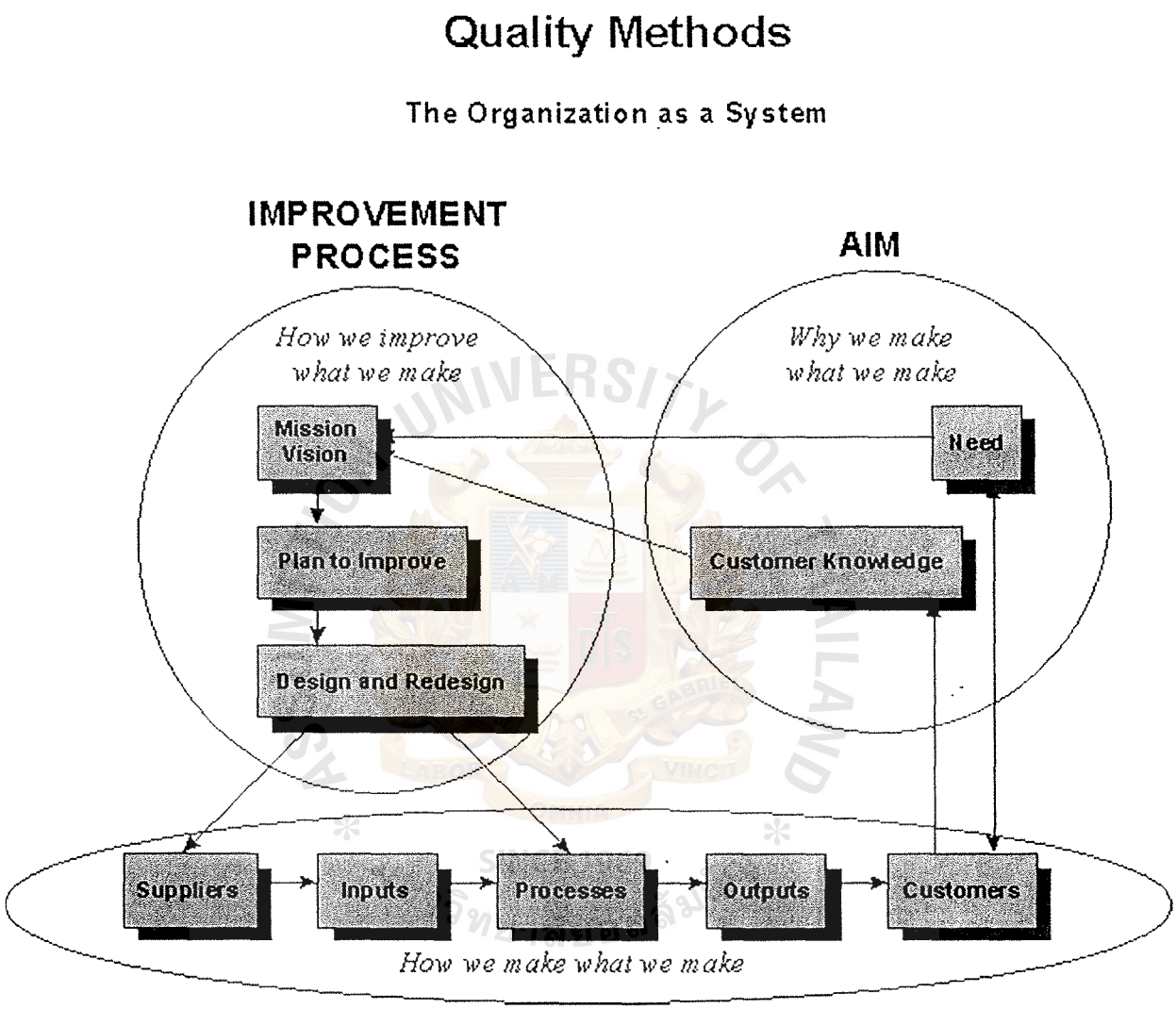

Figure 6. The Organization as a System (Deming, 2000)

Very simply, a system is a collection of parts (or subsystems) integrated to accomplish an overall goal (a system of people is an organization). Systems have input processes, outputs and outcomes, with ongoing feedback among these various parts. If one part of the system is removed, the nature of the system is changed.

Systems range from very simple to very complex. There are numerous types of systems. For example, there are biological systems (the heart, etc.), mechanical systems (thermostat, etc.), human/mechanical systems (riding a bicycle, etc.), ecological systems (predator/prey, etc.), and social systems (groups, supply and demand, friendship, etc.).

Complex systems, such as social systems, are comprised of numerous subsystems, as well. These subsystems are arranged in hierarchies, and integrated to accomplish the overall goal of the overall system. Each subsystem has its own boundaries of sorts, and includes various inputs, processes, outputs and outcomes geared to accomplish an overall goal for the subsystem.

2.2 Organization as an Open System

Open system theory was initially developed by Ludwig von Bertanlanffy (1956), a biologist, but it was immediately applicable across all disciplines. It defines the concept of a system, where "all systems are characterized by an assemblage or combination of parts whose relations make them interdependent" (Scott p. 77). As one moves from mechanical to organic and social systems, the interactions between parts in the system become more complex and variable.

The systems approach was quickly applied to the study of organizations, and with it an acknowledgment that the environment surrounding and permeating organizations had important effects on organizational behavior and structure (and vice versa). Various "schools" adopted the open systems perspective starting in the 1950's:

Open system perspectives see organizations both as hierarchical systems and as loosely coupled systems. Open systems tend to have some semblance of clustering

and levels -- multiple subsystems that specialize in certain system activities. Interdependencies and connections within a subsystem tend to be tighter than between subsystems. These "stable subassemblies" give a distinct survival advantage to the entire system. However, most organizations do not function as tightly run cybernetic systems. Often normative structures are only loosely connected to actual behavior, at both the individual and group level. Pfeffer and Salancik note that "The organization is a coalition of groups and interests, each attempting to obtain something from the collectivity by interacting with others, and each with its own preferences and objectives "(Pfeffer and Salancik, 1978 p. 36). This loose coupling can be useful in itself (Weick, 1976) by improving adaptability.

Using open system perspective, Scott defines organizations as "systems of independent activities linking shifting coalitions of participants; the systems are embedded in – dependent on continuing exchanges with and constituted by – the environments in which they operate".

Katz and Khan (internet) mentioned that, "All social systems, including organizations, consist of the patterned activities of a number of individuals. Eventually, these patterned activities are complementary or independent with respect to some common output or outcome: they are repeated, relatively enduring, and bounded in space and time". Figure 7. Reveals the Organization as an Open System.

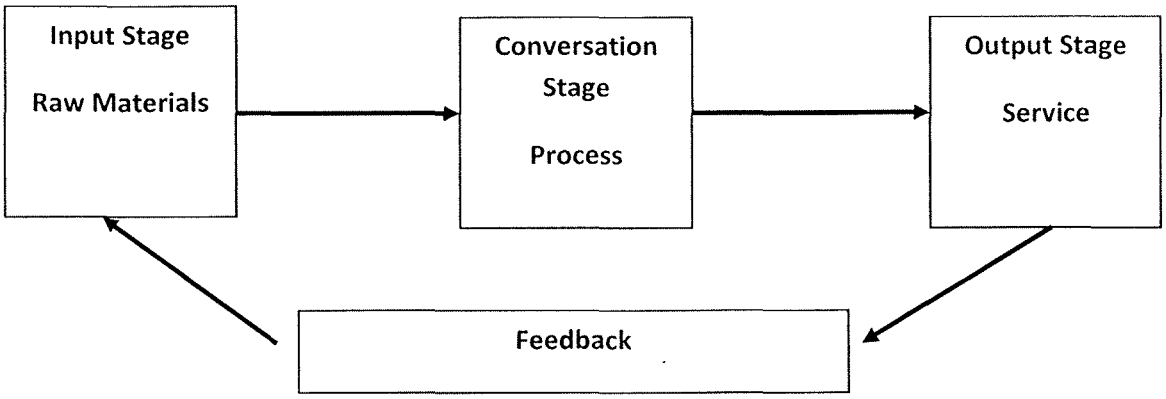

Figure 7. Organization as an Open System (Katz and Khan 1978)

2.3 Organization Development

The nature and needs of organizations are changing dramatically. Correspondingly, the profession of organization development (OD) has been changing to meet the changing needs of organizations. Therefore, it may be most useful to consider several definitions of organization development. Here's a standard definition. The next section gives some contrasting definitions.

For many years, the following definition was perhaps the standard definition for OD. The following definition was developed in 1969 at a time when an organization was considered to be much like a stable machine comprised of interlocking parts.

"Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge." -- Beckhard, "Organization development: Strategies and Models", Reading, MA: Addison-Wesley, 1969, p. 9.

Today's organizations operate in a rapidly changing environment. Consequently, one of the most important assets for an organization is the ability to manage change -- and for people to remain healthy and authentic. Consider the following definition of OD:

"Organization Development is the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals. When this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding." -- Neilsen, "Becoming an OD Practitioner", Englewood Cliffs, CA: Prentice-Hall, 1984, pp. 2-3.

Experts might agree that the following definitions of OD represent the major focus and thrust of many of today's OD practitioners."Organization development is a system-wide application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and processes for improving an organization's effectiveness."-- Cummings and Worley, "Organization Development and Change", Sixth Edition, South-Western Publishing, 1997, p.2.

"Organization Development is a body of knowledge and practice that enhances organizational performance and individual development, viewing the organization as a complex system of systems that exist within a larger system, each of which has its own attributes and degrees of alignment. OD interventions in these systems are

inclusive methodologies and approaches to strategic planning, organization design, leadership development, change management, performance management, coaching, diversity, and work/life balance."-- Matt Minahan, MM & Associates, Silver Spring, Maryland

Generally the field of Organization Development is focused on improving the effectiveness of organizations and the people in those organizations. OD has a rich history of research and practice regarding change in organizations. Why not learn from that history? This topic includes links for the reader to get a basic understanding of the overall purpose of the field and also provides many resources from which to learn more.

Your nature and the way you choose to work have significant impact on your client's organization, whether you know it or not. You cannot separate yourself from your client's organization, as if you are some kind of detached observer. You quickly become part of your client's system -- the way the people and processes in the organization work with each other on a recurring basis. Thus, it is critical that you have a good understanding of yourself, including your biases (we all have them), how you manage feedback and conflict, how you like to make decisions and solve problems, how you naturally view organizations, your skills as a consultant, etc. The following articles will help you gain understanding of yourself, how you might prefer to work and how you actually work.

2. 4 Organization Communication

Communication is essential to an organization. Information is vital to effective communication (Goldhaber, 1986). The purpose of using the communication thrust is

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first to implant the thought. The goal is to motivate people to both understand and support the organization's new direction. The communication thrust then does much more. It sets expectations for the organization as a whole, seeks and fosters enthusiasm and commitment, asks for involvement, and recognizes and reinforces appropriate behavior. (Robert ,John and B.Jean,1985)

An organization that relies only on its formal system to communicate a culture change likely will achieve the same luck luster results. It might even hinder the change effort. Our society is inexorably drawn to advertising, yet views it with skepticism. By delivering a message that an organization doesn't truly live, leaders do nothing but widen the credibility gap between themselves and the workforce. (Robert ,John and B.Jean,1985)

It is nevertheless helpful from the standpoint of organization analysis to emphasize structure at this point, and a number of authorities have referred to communication as a basis for organization structure. The term structure as utilized here connotes a stable set of relationships. (John and Frank,1960)

Communication is one of those multi-purpose words that mean many things to many people. To the semanticist it connotes the idea of words and human relations, and this is of course present in all studies of organization. (John and Frank, 1960)

Communication may be formally defined as any process whereby decisional premises are transmitted from one member of an organization to another. It is obvious that without communication there can be no organization, for there is no possibility then of the group influencing the behavior of the individual. (Herbert and Chester, 1957)

The informal communications system is built around the social relationships of the members of the organization. Friendship between two individuals creates frequent occasions for contact and "shop talk." It may also create an authority relationship if one of the individuals comes to accept the leadership of the other. (Herbert and Chester, 1957)

Models provide a simplified view of something to be studied. Which choose those elements of interest and use the model to help us frame questions and predictions. The elements we include (or exclude) and the relationships between them that we represent will by necessity dictate the domain of inquiry. What we don't see (or acknowledge) we cannot study.

Although communication is ubiquitous, it appears nonetheless difficult to define. We see that different individuals define communication in different ways depending upon their interests. Ruben (1984) says that communication is any "information related behavior." Dale (1969) says it is the "sharing of ideas and feelings in a mood of mutuality." Other definitions emphasize the significance of symbols, as in Berelson and Steiner (1964): "The transmission of information, ideas, emotions and skills…by the use of symbols," and Theodorson (1969): "the transmission of information, ideas, attitudes, or emotion from one person or group to another…primarily through symbols."

2.4.1 Communication Model

1. Berlo's Model

Berlo (1960) took a different approach in constructing a model. Rather than attempting to identify elements of interest, and relationships between those elements,

he created what he called "a model of the ingredients of communication". This model identifies controlling factors for four identified elements of communication: Source, Message, Channel, and Receiver. This model promises to be helpful in identifying specific factors to use in experimentation.

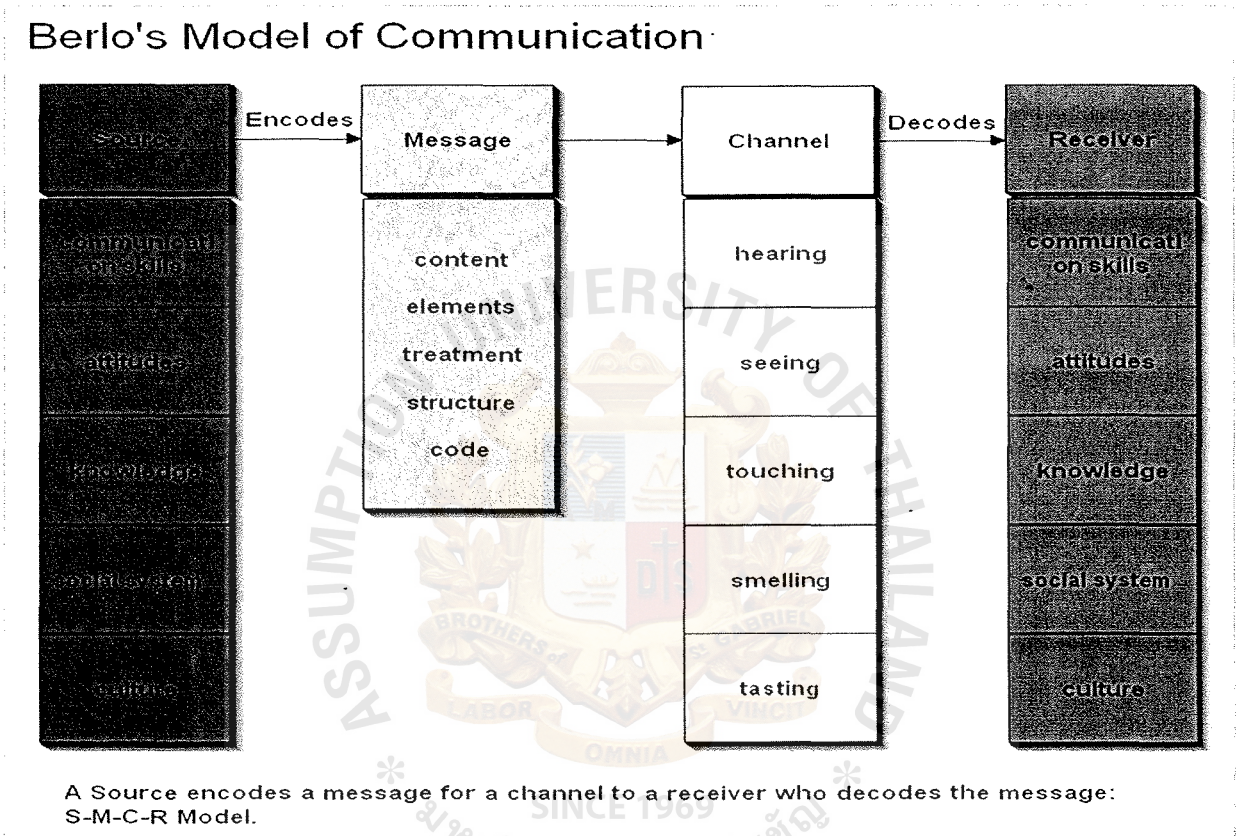

Figure 8. Berlo's Model of Communication

2. Laswell's Model

Political scientist Harold Laswell, writing in 1948, posed the question, "Who says what in which channel with what effect?" His model includes considerations of a variety of factors being considered to determine the impact of a communication. Considering that the previous years had witnessed such speakers as Adolph Hitler and Winston Churchill communicating both live and over radio, it is not surprising that a

more sophisticated model would appear, nor that a political scientist would deliver it. To illustrate the significance of each element of the model, he try visualizing what effect some dynamic speaker would have if the medium were print, or what would happen if the audience didn't speak the same language. A visualization of Laswell's model appears in Figure 5.

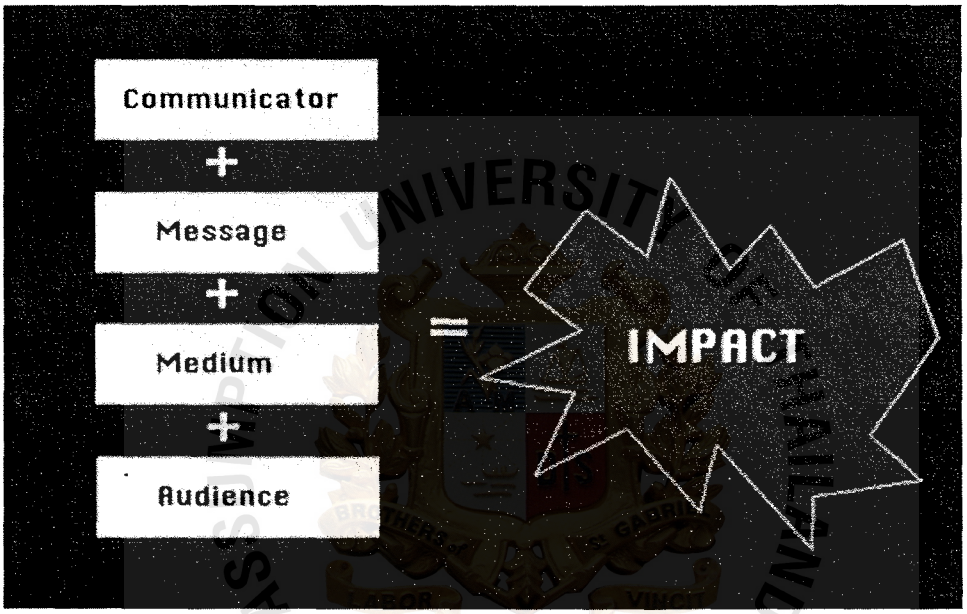

Figure 9: Laswell's (1948) Model of Communication

The problem of communication is very important in the effective integration of any group or of a group of group, of which industry is composed. Successful communication between individuals depends upon something more than a common language, a common set of words, people and groups with different experiences and social places, although having in common many of the same words, may vary widely in mental attitudes. (Robert,1991)

2.5 Interpersonal Communication

Borchers said that interpersonal communication is important in an organization because of the functions it achieves. Knowledge and understanding of others in an organization are gained. Through this, a better relationship can be developed. An identity can also be established in interpersonal communication. The roles played help establish identity. Through communication, needs are better expressed and received (www.abacon.com/commstudies/interpersonal).

Jensen and Meckling (1992) provide a useful framework for studying the complementarities between information systems, incentive structures and decision rights in organizations. In their framework, the structure of an organization is specified by three key elements: (i) The allocation of decision rights (i.e., who is responsible for what actions/decisions); (ii) the incentive system, which defines how decision makers are to be rewarded (or penalized) for the decisions they make; and (iii) a monitoring and measurement scheme used to evaluate these actions and their outcomes. According to Jensen and Meckling, informational variables are key to the structure of organizations because the quality of decisions is determined by the quality of information available to the decision maker. The co-location of information and decision rights enables the decision maker to make optimal decisions. The implementation of this co-location depends on the nature of the pertinent information. Jensen and Meckling distinguish between "specific knowledge" which is localized, difficult to represent and transfer, and depends on idiosyncratic circumstances, and "general knowledge" which can be easily summarized, communicated and shared by decision makers.

The viewpoint is taken that information constitutes the lifeblood of the functioning organization, the channels and apparatus for the transmission of such information become the organization structure. (John and Frank, 1960)

A business is 'trading' in personal information if it collects or discloses to someone else, an individual's personal information for a benefit, service or advantage. A benefit, service or advantage can be any kind of financial payment, concession or subsidy or some other advantage or service.

(http://www.privacy.gov.au/faq/smallbusiness/q2)

Advances in information and communication technologies are associated with a wide and increasing range of social consequences, which are experienced by individuals, work groups, organizations, inter organizational networks, and societies at large. Information technologies are implicated in all industries and in public as well as private enterprises. Understanding the relationships between information technologies and social organization is an increasingly important and urgent social and scholarly concern in many disciplinary fields.

Information and Organization seeks to publish original scholarly articles on the relationships between information technologies and social organization. It seeks a scholarly understanding that is based on empirical research and relevant theory. Information and Organization also seeks to advance established and emerging theoretical arguments through the publication of papers that review empirical research and provide directions for future research and theory development. Essays that provoke critical thinking on important subjects are also sought (http://www.elsevier.com/wps/find/journaldescription.cws_home/621423/description#description)

We organize information – in our minds and in information systems – in order to collect and record it, retrieve it, evaluate and select it, understand it, process and analyze it, apply it, and rearrange and reuse it. We also organize things, such as parts, merchandise in a store, or clothes in a closet, using similar principles for similar purposes(http://www.dsoergel.com/NewPublications/HCIEncyclopediaInfoOrg8For670.pdf).

Information tends to be transmitted upward in the organization only if (1) its transmission will not have unpleasant consequences for the transmitter, or (2) the superior will hear of it anyway from other channels, and it is better to tell him first, or (3) it is information that the superior needs in his dealings with his own superiors, and he will be displeased if he is caught without it. In addition, there is often failure to transmit information upward simply because the subordinate cannot visualize accurately what information his superior needs in order to make his decisions. (Herbert and Chester, 1957)

2.6 Conceptual Framework of the Study

The conceptual framework shows the areas on which the study was focused and the detailed variables used in this research. This framework of the study depicts the flow of organizational development intervention from preliminary stage, implementation stage and the final stage which describes the output and results of the intervention applied to the study.

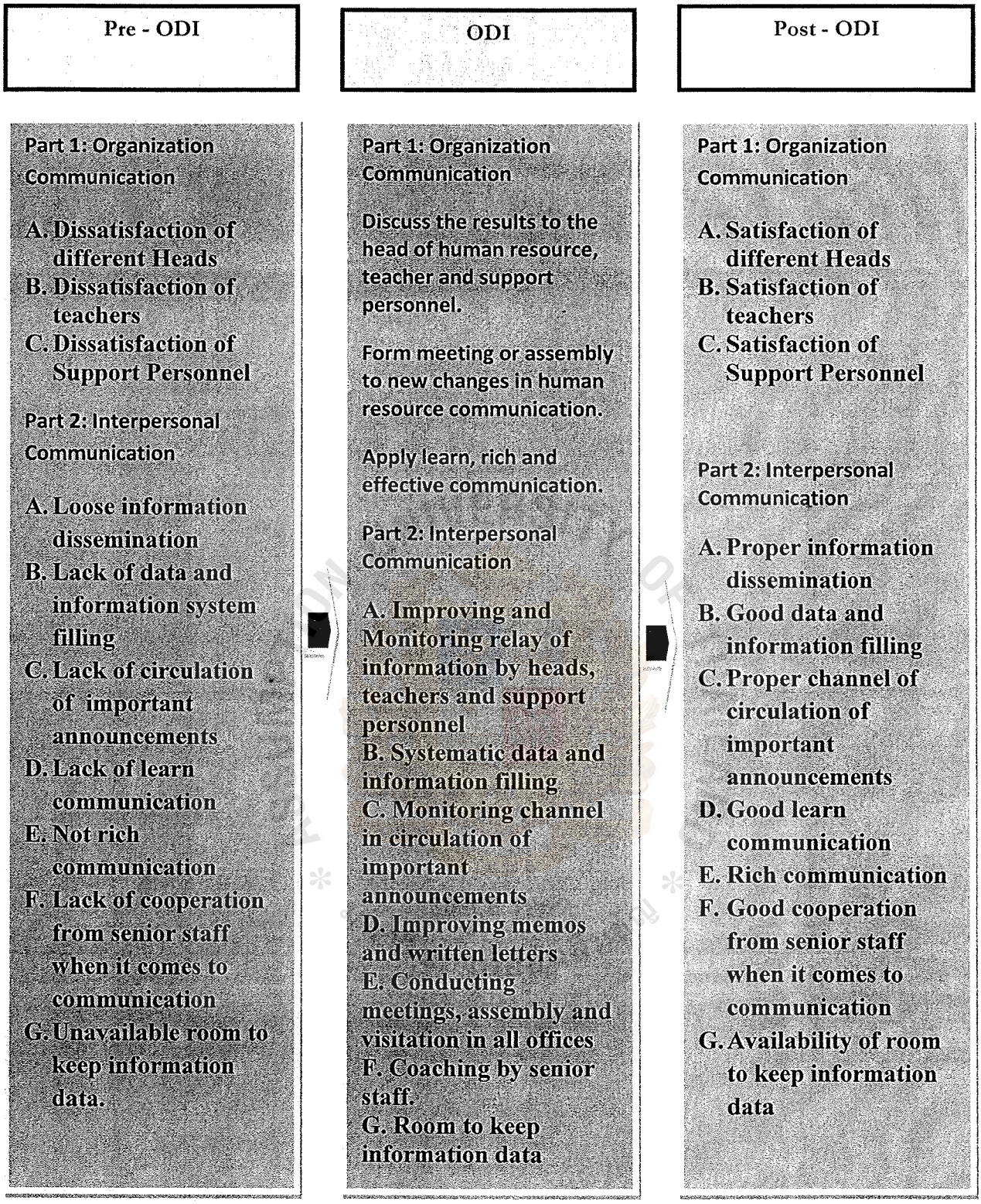

Figure 10: Conceptual Framework for Organizational Development Intervention

Phase I: Pre- ODI Stage

In this stage, the researcher formulates different components of organization and interpersonal communication that was lifted and adopted in literature cited. This

study focuses on organization along with interpersonal communication of heads, teachers and support personnel in human resource department. Members of organization included in this study are as follows: heads of different departments, teachers and support personnel's. While, the following are the components of interpersonal communication lifted by the researcher in the above literature mentioned which was diagnosed by the researcher: loose information; poor data and information filling; poor circulation of important announcements; poor lean communication; not rich communication; lack of cooperation from senior staff when it comes to communication; and unavailable room to keep information data. Furthermore, the results obtained from the independent variable affects the dependent variables (components of organization communication) which was diagnosed as dissatisfaction of different heads, teachers and support personnel's in human resource department.

Phase II: ODI Stage

Phase II of this study showed and described the immediate action of the researcher to the diagnosed situation in an organization. Formulated organizational development intervention was immediately implemented by the researcher in terms of organization and interpersonal communication of heads, teachers and support personnel in human resource department. The following are the organizational development intervention implemented by the researcher in this study: careful planning and formulating of immediate action like improving oneself, aptitude and attitude towards others, as well as improving one's interpersonal communication to others in the organization. Moreover, the researcher also based and patterned the intervention on interpersonal communication components with the results obtained during the pre-IDI. The following are the attempts of the researcher to intervene the low interpersonal communication: improving and monitoring relay of information by

heads, teachers and support personnel; systematic data and information filing; monitoring channel in circulation of important announcements; improving memos and written letters; conducting meetings, assembly and visitation in every office; coaching of senior staff; and availability of room for information data.

Phase III: Post-ODI Stage

The researcher believes that the intervention applied in this study will enhance and change the results obtained during the pre-ODI stage. Organization and Interpersonal communication of heads, teachers and support personnel's in this stage fosters the impact of organizational development intervention applied in this study. Satisfaction is the significant result of the post-ODI in this study with the components of organization communication: the different heads, teachers and support personnel's. Changes in the interpersonal communication of heads, teachers and support personnel is expected to be positively increased in these areas: proper information dissemination; good data and information filling; proper channel of circulation of important announcements; good lean communication; rich communication; good cooperation from senior staff when it comes to communication; and availability of room to keep information data.

Chapter 3

RESEARCH METHODOLOGY

This chapter describes and explains the procedures and process undertaken by the researcher to finish the study. The chapter shows how the researcher answered the problems posited in the study: the research design, the manner the respondents or subjects of the study were selected, tools or basic instrumentation procedures as well as the statistical treatment used to process the data collected.

3.1 Research Design

In this study, the researcher uses qualitative and quantitative questions to ensure the reliability and consistency of data and results. A qualitative method is used to interpret the area of problem after analyzing the results from the quantitative method. The researcher diagnosed the two main areas or focused of this study. These were the organization and interpersonal communication of heads, teachers and support personnel in human resource department at Saint Gabriel's College.

The research design was based on the model of organizational development intervention on organization and interpersonal communication of heads, teachers and support personnel in human resource department at Saint Gabriel's College.

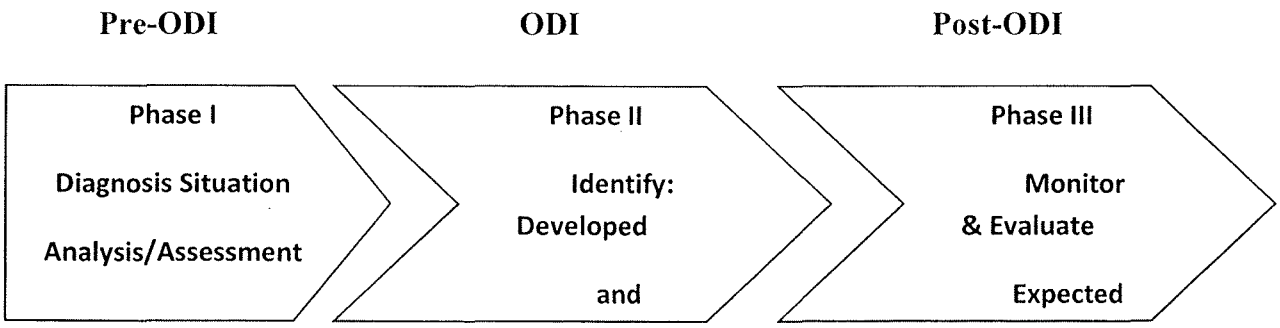

Figure 11: Work Flow of the Study

3.1.1 Phase I: Diagnosis Situation Analysis/Assessment

The phase I of pre-ODI aims to make a diagnosis of the current situation, and analyze the situation and results obtained from the assessment of organization and interpersonal communication of heads, teachers and support personnel's in human resource department at Saint Gabriel's College.

Below are the steps and procedures that were used in this phase:

1. The initial step in this stage was the diagnosis of the SWOT analysis. From the SWOT analysis, the researcher identifies and selects the weak point and limitation of the human resource department.

2. Lay out the situation to the head and teachers involved that was lifted from the SWOT analysis.

3. Systematic analysis was done in order to come up with concrete and comprehensive assessment tool to be used with the respondents. Each problem or weakness was analyzed so that each weakness must be separated from the other.

4. Request for consent to distribute questionnaires was also considered for smooth collection of data.

5. The respondents are the heads; teachers and support personnel's of Saint Gabriel's College randomly selected using Slovin's formula.

6. Make a time table for the distribution of questionnaires.

7. Gather, tabulate and assess the questionnaires to determine the results of the diagnosis.

8. Base on the results of the diagnosis, plan for the necessary intervention.

3.1.2 Phase II: Identify, Develop and Implement ODI

After diagnosis has been make and assessed from the organization and interpersonal communication of heads, teachers and support personnel's, the researcher planned and formulated a specific organizational development intervention for both group of respondents. The researcher also classifies the variables as dependent and independent. The dependent variables from this study were the members of the organization (head, teacher and support personnel) while, the independent variables were the components of interpersonal communication.

Phase III: Monitor and Evaluate Expected Results

Phase III stage is the part of this study wherein the results in pre-ODI and post ODI are examined and interpreted in order to answer some of the questions given in the statement of the problem and research questions. Quantitative and qualitative method is utilized to analyze and interpret the obtained data from pre-ODI and post-ODI. Statistical analyses will be run to get the frequency, percentage, mean and determining the difference between pre-ODI and post-ODI to determine the impact of organizational development interventions. Microsoft Excel program will be used in the tabulation and computation of the data gathered.

3.2 The Respondents

The respondents are the heads; teachers and support personnel of Saint Gabriel's College randomly selected using the Slovin's Formula. Below is the distribution of respondents.

Respondents		Sample (n= N/ (1+Ne^2)
Heads	15	14
Teachers	230	146
Support Personnel	70	59
Total	315	219

3.2.1 Respondents Profile

Table 2

Summary of Respondents Profile

Profile		Frequency	%	Total
Gender	Male	70	31.96	100%
	Female	149	68.04	
Age	Under 20	0	0	100%
	21-30	85	38.81	
	31-40	75	34.25	
	41-50	35	15.98	
	Above 50	24	10.96	
Education Attainment	Certificate/diploma	29	13.24	100%
	Bachelor's Degree	97	44.29	
	Master's Degree	90	41.09	
	Doctor's Degree	3	1.37	
Position	Head	14	6.39	100%
	Teacher	146	66.67	
	Support Personnel	59	26.94	
Length of Service	Less than 1 year	5	2.28	100%
	1-5 years	65	29.68	
	6-10 years	80	36.53	
	11-15 years	30	13.70	
	16-20 years	20	9.13	
	Above 20 years	19	8.68	

The respondents in this study were categorized as male and female, 68.04% of the respondents are female and only 31.96 are male. Most of the respondents in this study are aged 21-40 and only 11% are aged above 50. When it comes to educational attainment, 13.24 were holding a certificate or diploma in any field, 44.29% were having bachelor's degree, and 41.09 are having master's degree and only 1.37% doctor's degree. Moreover, most of the respondents in this study were teachers and the rest of the portions of the population were heads and support personnel. Looking at the length of service, most respondents are working in Saint Gabriel for almost 6-10 years, only few teachers were newly hired.

3.3 The Research Instruments

The research instrument used in this study is composed of questionnaires in two forms: structured and unstructured. Each member of the organization e.g. head has similar questions pertaining to the components of interpersonal communication. After the questionnaire has been tabulated and analyzed, the researcher will plot the mean obtained from the questionnaire in a table form.

On the other hand, in order to determine the satisfaction and dissatisfaction on human resource department by the heads, teachers and support personnel, the mean descriptions of interpersonal communication determined the aspects that manifested satisfaction. Means were computed on the interpersonal communication that manifested most of the time by members of the organization which meant that those aspects showed complete or full manifestation thus; a source of satisfaction to the teachers while, the mean descriptions of interpersonal communication determined the aspects that manifested dissatisfaction. Means were computed on the interpersonal communication that manifested sometimes by members of the organization which meant that those aspects showed inadequate manifestation was a source of dissatisfaction on human resource department by the heads, teachers and support personnel.

However, the problems encountered were treated, tabulated and ranked in order to view the most significant problem encountered by the members of the organization.

3.4 Data Collection Techniques and Procedures

3.4.1 Data Collection Techniques

In collecting the data, necessary permits and action were taken to ensure proper communication with the top management before starting the distribution of

questionnaires. The questionnaire for organization and interpersonal communication was utilized twice for pre-ODI and post-ODI. Data collection techniques was employed in the two stages of this study: Pre-ODI and Post-ODI.

3.4.2 Data Collection Procedures

In collection of data, the researcher prepared a time table for data collection and to follow the definite schedule of distribution and collection of data. Tabulation and analysis of the data gathered will be utilized and performed, using Microsoft Excel program. Below is the data collection time table of this study.

Table 1

Data Collection Time Table

Distribution of Questionnaire		**Time Frame**	
		Distribution	**Collection**
Pre-ODI Stage:	Organization and Interpersonal Communication	Jan 4,2010	Jan 15,2010
ODI	Intervention	Feb 1,2010	Feb 26,2010
Post-ODI	Organization and Interpersonal Communication	March 1,2010	March 5,2010

3.5 Data Analysis and Procedure

3.5.1 Quantitative Analysis

For quantitative data analysis, the data gathered were tallied and tabulated to facilitate computation and analysis. The frequency count, percentage, weighted mean, and sample paired t-Test were employed to categorize the data for each item. Weighted mean was used to show the numerical response and outcomes. The

frequency distribution was also used to show the exact number of respondents in a certain criteria and frequency was accompanied and supported by percentage count.

Computations of data were accomplished and determine using Microsoft Excel for weighted mean, percentage, and sample paired t – Test.

$$\overline{X} = \sum \frac{fx}{N}$$

Where X = weighted mean

F = number of observation

N = total population

For the problems encountered by heads, teachers and support personnel's, the answers were tallied and percentage computation was done using the following formula:

$$\% = \frac{f}{N} x100$$

Where: % = percentage

f = frequency

N = total population

After getting the percentage, the results will be arranged in to the most encountered problems up to the least one.

To determine the significant difference between the pre-ODI and post-ODI, a Sample Paired t-Test was utilized using the formula:

$$t = \frac{\bar{X}_T - \bar{X}_C}{\sqrt{\frac{var_T}{n_T} + \frac{var_C}{n_C}}}$$

The hypotheses of this study were tested at the 0.05 level of significance with the aid of Microsoft Excel program to ensure reliability of the statistical treatment of data.

3.5.2 Qualitative Analysis

In interpreting the mean data obtained from the pre-ODI and post-ODI assessment of the organization and interpersonal communication of heads, teachers and support personnel's in human resource department, the responses of the heads, teachers and support personnel's for each statement were interpreted using the following scales and description:

Numerical equivalent	Range	Adjective Description
1	0.5 – 1.49	Never
2	1.5 – 2.49	Seldom
3	2.5 – 3.49	Sometimes
4	3.5 – 4.49	Most of the time
5	4.5 – 5.49	Always

For the summary evaluation of the components of organization, the scores per aspect or components of interpersonal communication was summed up and then tallied on the following scales to determine the manifestation of effects of Organizational Development Intervention (ODI):

Numerical Range	Adjective description
11.0 - 15.49	High Manifestation of ODI
6.0 - 10.49	Slight Manifestation of ODI
1.0 - 5.49	Low Manifestation of ODI

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Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered in the study. The data are presented according to the specific problems in this study.

4.1 a. Assessment of Heads, Teachers and Support Personnel's in the Organization and Interpersonal Communication in Human Resource Department in terms of their Pre-ODI and Post-ODI.

Organization is composed of people with one system and structure. The people inside the organization function and perform different tasks but under one goal and objective. Human resource is one of the most important parts of the structure of an organization. It deals with people working inside the organization. The role and function of human resource is diverse and complex, that is why a simple problem that may arise inside the department must be resolved immediately. Interpersonal communication is one of the problems that the researcher wants to investigate and plan for immediate solution.

Table 3

Pre-ODI Summary Assessment of Heads, Teachers and Support Personnel on Interpersonal Communication of Human Resource Department

Mean Description on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads	3.71	Most of the Time
	Teachers	4.00	Most of the Time
	Support Personnel	3.65	Most of the Time
2. Communication lines are open between you and personnel from human resource office.	Heads	3.64	Most of the Time
	Teachers	4.09	Most of the Time
	Support Personnel	3.58	Most of the Time
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads	3.64	Most of the Time
	Teachers	4.00	Most of the Time
	Support Personnel	3.16	Sometimes
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads	2.50	Seldom
	Teachers	2.91	Sometimes
	Support Personnel	2.74	Sometimes
5. "Learn communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads	3.46	Sometimes
	Teachers	4.00	Most of the Time
	Support Personnel	3.00	Sometimes
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads	3.70	Most of the Time
	Teachers	3.60	Most of the Time
	Support Personnel	2.50	Seldom
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads	4.00	Most of the Time
	Teachers	4.10	Most of the Time
	Support Personnel	3.90	Most of the Time

Table 3 shows the mean description on pre-ODI summary assessment of heads, teachers and support personnel on interpersonal communication of human resource department. Table shows that new policies and rules are communicated clearly by personnel from human resource department, as well as communication lines are open, these was most of the time felt by heads, teachers and support personnel. On the other hand, rich communications was sometimes felt by support personnel's while the heads and teachers were most of the time see this skill to the

human resource personnel's. Looking at the circulation of important announcements, the heads seldom experience this with the human resource. In the part of lean communications like memos, written letters were sometimes used by human resource personnel. In addition, the support personnel from the school seldom received coaching and relaying of information compared to the heads and teachers. Lastly, the communication room was most of the time available for personnel of human resource.

Table 4

Post-ODI Summary Assessment of Heads, Teachers and Support Personnel on Interpersonal Communication of Human Resource Department

Mean Description on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads	4.55	Always
	Teachers	4.60	Always
	Support Personnel	4.51	Always
2. Communication lines are open between you and personnel from human resource office.	Heads	4.70	Always
	Teachers	4.69	Always
	Support Personnel	4.05	Most of the Time
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads	4.58	Always
	Teachers	4.68	Always
	Support Personnel	4.30	Most of the Time
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads	3.70	Most of the Time
	Teachers	3.85	Most of the Time
	Support Personnel	3.75	Most of the Time
5. "Lean communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads	4.20	Most of the Time
	Teachers	4.35	Most of the Time
	Support Personnel	4.50	Always
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads	4.80	Always
	Teachers	4.76	Always
	Support Personnel	3.70	Most of the Time
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads	4.63	Always
	Teachers	4.54	Always
	Support Personnel	4.71	Always

Table 4 gives an idea about the post-ODI summary assessment of heads, teachers and personnel on interpersonal communication of human resource department. It shows that there is a great improvement in interpersonal communication during this stage in the sense that there is an increase in mean value of each variable. It reveals here that new policies and rules are always communicated clearly; communication lines are always open; rich communication like meetings and assembly are always practice; always cooperate in coaching and relaying of written and verbal communication; and communication room is always open and available. On the other hand, important announcements and lean communication in this stage were most of the time seen from the personnel of human resource although, there is already an improvement in these variables.

4.1 b. Assessment on Problems Encountered by Heads, Teachers and Support Personnel's in the Organization and Interpersonal Communication in Human Resource Department.

Problems are part and parcel of life. Without problems there is no challenge and room for improvement. Organizations always encounter problems and obstacles. A good leader must be a good observer and knowledgeable enough to identify and solve a certain problem within his/her department. Below are some of the problems encountered by heads, teachers and support personnel's from the personnel of human resource department. The following are presented in frequency and ranked to identify the most potential problem within the department.

Table 5

Summary of Problems Encountered by Heads, Teachers and Support Personnel in Human Resource Department

Interpersonal Communication	Frequency	Rank
Lack of support in their work dealings verbally	190	**3**
Treats you unfairly due to cultural background through gestures	170	**5**
Least priority is given to your opinions during conversation	161	**6**
Lack of consideration to your feelings	180	**4**
Lack of flexibility to current situation while having meeting	115	**7**
Neglects your role in the department	101	**9**
Embarrasses you in front of others	110	**8**
Tactless when talking to you	69	**10**
Never encourage social-related activities	50	**11**
Prohibits you from engaging in other activities outside the department	45	**12**
Lack of departmental meetings	192	**2**
Delayed announcement	209	**1**

Table 5 presents the summary of problems encountered by heads, teachers and support personnel's in human resource department. It reveals that delayed announcement is the most observed problem in this department, followed by lack of departmental meetings. Next to it was the lack of support of human resource personnel in their work dealings verbally. Lack of consideration to feelings was also manifested and seriously raised by the members of the organization. Unfair treatment

was also a problem encountered by heads, teachers and support personnel's; this is due to cultural difference. The rest of the problems were also significant and must be considered and planned for immediate action.

Table 6

Summary of Interview

Questions	Heads	Teachers	Support Personnel
1. What is your opinion about the communication system in the human resource department?	-lack of memos -delayed announcements -no clear direction	-delayed announcements -not clear communication	-to broad -not clear -fair
2. Do you feel that any forms of announcements are important to your department relate to you by human resource?	-very important especially in terms of new policies and memos	-very important especially memos	-important especially written policies and rules
3. Do you think that all communication lines are open within your department and between human resources?	-sometimes communication lines are open	-seldom open and sometimes block	-Always open
4. Do you have any suggestions to improve the quality of interpersonal communication of human resource personnel's?	-try to disseminate announcement as soon as possible	-do not stop relaying information and always do some follow up	-fair treatment -less verbal communication more on written

4.2 Organizational Development Intervention in Human Resource Department.

Organization development intervention used in this study has a great impact and effects in the organizational and interpersonal communication of the members of human resource department towards the heads, teachers and support personnel of Saint Gabriel's College.

The following are the specific ODI's in this study: **Organization Communication:** Discuss the results to the head of human resource, teacher and

support personnel; Form meeting or assembly to new changes in human resource communication; Apply lean, rich and effective communication. **Interpersonal communication:** Improving and Monitoring relay of information by heads, teachers and support personnel; Systematic data and information filling; Monitoring channel in circulation of important announcements; Improving memos and written letters; Conducting meetings, assembly and visitation in all offices; Coaching by senior staff; and Room to keep information data. Below is the summary result of the study on the effects of ODI's formulated and applied in this study.

Table 7

Effects of Organizational Development Intervention

Effects of ODI on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads Teachers. Support Personnel	13.66	High Manifestation of ODI
2. Communication lines are open between you and personnel from human resource office.	Heads Teachers Support Personnel	13.44	High Manifestation of ODI
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads Teachers Support Personnel	13.56	High Manifestation of ODI
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads Teachers Support Personnel	11.3	High Manifestation of ODI
5. "Lean communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads Teachers Support Personnel	13.05	High Manifestation of ODI
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads Teachers Support Personnel	13.26	High Manifestation of ODI
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads Teachers Support Personnel	13.88	High Manifestation of ODI

Table 7 shows the effects of organizational development intervention on interpersonal communication of human resource personnel's. It shows that there is a high manifestation of effects of all the organizational development intervention developed and applied in this study.

4.3 Significant Difference between Pre-ODI and Post-ODI in the Organization and Interpersonal Communication of the Heads, Teachers and Support Personnel in Human Resource of Saint Gabriel's College.

Table 8

Significant Difference Indices

Variables	Mean Difference	Std. Deviation	t	Sig. (2-tailed)
Pair 1 Heads Pre-ODI Post-ODI	-.9300	.20535	-11.982	.000
Pair 2 Teachers Pre-ODI Post-ODI	-.6814	.28204	-6.392	.001
Pair 3 Support Personnel Pre-ODI Post-ODI	-.9986	.32820	-8.050	.000

Table 8 shows the significant difference indices between the pre-ODI and post-ODI of heads, teachers and support personnel in the organization and interpersonal communication of human resource department at 0.05 level of alpha. The table shows a high level of significance between the pre-ODI and post-ODI of heads .000; teachers .001; and support personnel .000 respectively.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations of the study.

5.1 Summary of Findings

1. Assessment of Heads, Teachers and Support Personnel in terms of Pre-ODI, Post-ODI and Problems Encountered in the Organization and Interpersonal Communication of Human Resource Department

a. Assessment on Pre-ODI of heads, teachers and support personnel in the organization and interpersonal communication of human resource department resulted in different perception. New policies, rules, communication lines, rich communications, coaching and relaying of information and communication room are most of the time observed by heads, teachers and support personnel while, circulation of important announcements and lean communication are sometimes performed by the personnel of human resource. On the other hand, the post-ODI astonishingly gives a remarkable change in the mean score of each member of the organization. Each variable satisfactorily changed due to the organizational development intervention applied.

b. Assessment on problems encountered by heads, teachers and support personnel shows an order of most frequent and least frequent problem in the human resource department. Delayed announcement rank 1, lack of departmental meetings rank 2, lack of support in work dealings verbally rank 3, lack of consideration to feelings rank

4, unfair treatment rank 5 and prohibits you from engaging in other activities outside the department rank the least.

2. Effects of Organizational Development Intervention on Interpersonal Communication

The summary results show that the effects of organizational development intervention on interpersonal communication of human resource personnel's were excellent. It shows that there is a high manifestation of effects of all the organizational development intervention developed and applied in this study.

3. Significant Difference between Pre-ODI and Post-ODI

There is a significant difference between the pre-ODI and post-ODI of heads, teachers and support personnel at 0.05 level of alpha. The results obtained from sample paired t-Test were .000 (heads), .0001 (teachers) and .000 (support personnel).

5.2 Conclusions

Based on the findings of the study, the following conclusions were deduced:

1. The results obtained from this study serves as a guide and inspiration for other departments with regards to interpersonal communication such as, new policies/rules must be communicated clearly by personnel from human resource office to the members of the organization; communication lines should be always open between the members of the organization and personnel from human resource office; rich communications like face to face meetings, general assembly, and personal visitation of human resource personnel must be practiced especially for sensitive matters at all times; important announcements must be circulated among the heads, teachers and support personnel by personnel from human resource office always; lean

communications like memos, written letters must be used for routine matters by personnel from human resource office at all times; the personnel from human resource office must cooperate in coaching and relaying written and verbal communication to the members of the organization; and communication room for information filing and storage must always be used and available from personnel of human resource office.

2. Organizational development intervention applied has a great impact on the interpersonal communication of personnel from human resource office. Monitoring, relaying, systematic data filing; flow of circulation of information; improving letters and memos; conducting meetings, assembly and visitation; coaching and availability of communication room must be maintained and exercised by the personnel from human resource office.

3. Significant difference in this study was greatly achieved by the researcher. There is a very high significant effect on both heads and support personnel. Nevertheless, teachers also resulted to a high significant effect.

5.3 Recommendations

Based on the conclusions, the following recommendations are offered:

1. Organizational structure become functional improves when there's a better and effective communication. Heads, teachers and support personnel must also cooperate with the personnel from human resource and vice versa. Communication lines must be open at all times. Flow of communication in the system must be continuous and must not be interrupted.

2. Interpersonal communication in the human resource office will be more effective and worthwhile if all members will cooperate, initiate and unselfishly doing their jobs.

Continuous monitoring, relaying and dissemination of information will enhance and improve the system of communication of human resource department.

3. Interpersonal communication in the human resource office in the future will be more effective and more unique in the organization when we are have same direction to make the school progress in the future

5.4 Epilogue

Relationships between humans are important especially to human society. When one person assembles with other they become a big society in which conversation and communication are important to make people understand each other better. If there is a misunderstanding in communication or conversation between people, then a problem will ensure.

In my work experience in the Human Resource Department I have become interested in doing the research about communications between humans. When I was working in the Human Resource Department there were many problems in communication including information coming from other departments. The Human Resource Department's duty is to disperse news to the school employees. Sometimes the data information in the Human Resource Department is late or confusing and it makes the employees hesitant and not sure about the information, so the employees call back to the Human Resource Department to ask about the information again to make sure it is correct. The mistake often happens by either the human resource department or the receiver.

I am interested in researching how a miscommunication happened in this in this instance. First, I will make a table to record the miscommunications in what

whereby to keep the data for the research next time. In the recorded data I will find out the problem by (1.) New policies/rules to make sure information is communicated to you clearly by personnel from the Human Resource office. (2.) Communication lines are open between you and personnel from the Human Resource office. (3.) "Rich communications" like face to face meetings, general assembly, and personal visitations from the Human Resource personnel are practiced, especially for sensitive matters. (4.) Important announcements are circulated among the heads, teachers and support personnel by personnel from The Human Resource office. (5.) "Lean communications" like memos and written letters are used for routine matters by personnel from the Human Resource office. (6.) The personnel from the Human Resource office cooperate in coaching and relaying written and verbal communications. (7.) Communication room for information filing and storage is always used and available from personnel of the Human Resource office. Next, I did a questionnaire to research from the 219 respondents. I found out the conclusion that if the staff in the Human Resource Department changes their work procedures by giving more information, having more announcements to spread news and the staff in the Human Resource office arrange documents nicely and keep the area clear, then we can reduce the amount of miscommunications. Finally, by speaking with one another about problems we can reduce the negative effects of miscommunications.

I feel that humans working together to change their behaviors about communication will allow the organization go forward with more confidence that everyone, inside and outside of the school, will be better informed.

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APPENDIX

Appendix 1

"Organization and Interpersonal Communication of Heads, Teachers and Support Personnel in Human Resource Department of Saint Gabriel's College in Bangkok Thailand"

Name: _____ **Date:** _____

Demographic Profile

Please mark (✓) which is true to you.

1. **Gender**

   ☐ Male ☐ Female

2. **Age**

   ☐ Under 20 Year ☐ From 21 – 30 Year

   ☐ From 31 - 40 Year ☐ From 41 – 50 Year

   ☐ Over 50 Year

3. **Education Attainment**

   ☐ Certificate/Diploma ☐ Bachelor's Degree

   ☐ Master's Degree ☐ Doctor's Degree

4. **Position**

   ☐ Teacher ☐ Office Staff

   ☐ Head/Coordinator ☐ Support Personnel

5. **How long have you been working with Saint Gabriel's College?**

   ☐ Less than 1 year ☐ 1-5 year

   ☐ 6-10 year ☐ 11-15 year

   ☐ 16-20 year ☐ 20 and above

Questionnaire

Part I. Direction: Please rate your interpersonal communication with the human resource personnel. Check which is true to you.

	Always	Most of the Time	Sometimes	Seldom	Never
1. New policies/rules are communicated to you clearly by personnel from human resource office.					
2. Communication lines are open between you and personnel from human resource office.					
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.					
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.					
5. "Learn communications" like memos, written letters are used for routine matters by personnel from human resource office.					
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.					
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.					

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Part II. The following are possible problems encountered by employees of Saint Gabriel's College with regards to their interpersonal communication to the personnel from human resource office. Please (✓) check which is appropriate to your situation.

A. Communication with Personnel from Human Resource Office.

- ☐ Lack of support in their work dealings verbally
- ☐ Treats you unfairly due to cultural background through gestures
- ☐ Least priority is given to your opinions during conversation
- ☐ Lack of consideration to your feelings
- ☐ Lack of flexibility to current situation while having meeting
- ☐ Neglects your role in the department
- ☐ Embarrasses you in front of others
- ☐ Tactless when talking to you
- ☐ Never encourage social-related activities
- ☐ Prohibits you from engaging in other activities outside the department
- ☐ Lack of departmental meetings
- ☐ Delayed announcement
- ☐ Others: please specify _____

Part III. Interview

1. What is your opinion in the communication within your department and human resource department?

_____

_____

2. Do you feel that any forms of announcements are important to your department relate to you by human resource?

_____

_____

3. Do you think that all communication lines are open within your department and between human resources?

4. Do you have any suggestions to improve the quality of interpersonal communication of human resource personnel's?

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แบบสอบถาม เรื่อง การสื่อสารภายในองค์กร และ การสื่อสารระหว่างบุคคล ในกลุ่มหัวหน้า ครู และครูสนับสนุน ต่องานบุคลากร โรงเรียนเซนต์คาเบรียล กรุงเทพมหานคร

<u>ตอนที่ ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม 1</u> กรุณาทำเครื่องหมาย)✓ หน้าข้อความต่อไปนี้

1. เพศ

☐ ชาย ☐ หญิง

2. อายุ

☐ ต่ำกว่า 20 ปี ☐ 21-30 ปี

☐ 31-40 ปี ☐ 41-50 ปี

☐ มากกว่า 50 ปี

3. วุฒิการศึกษาสูงสุด

☐ ประกาศนียบัตร ☐ ปริญญาตรี

☐ ปริญญาโท ☐ ปริญญาเอก

4. ตำแหน่ง

☐ ครู ☐ เจ้าหน้าที่

☐ หัวหน้างาน/หัวหน้าระดับ ☐ ครูสนับสนุน

5. ประสบการณ์ในการทำงานที่โรงเรียนเซนต์คาเบรียล

☐ น้อยกว่า 1 ปี ☐ 1-5 ปี

☐ 6-10 ปี ☐ 11-15 ปี

☐ 16-20 ปี ☐ มากกว่า 20 ปี

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Questionnaire

ตอนที่ 1. กรุณาจัดลำดับการติดต่อสื่อสาระหว่างท่านกับงานบุคลากร

	ประจำ	ส่วนใหญ่	บางครั้ง	น้อยครั้ง	ไม่เคย
1. ท่านได้รับข้อมูล นโนบายและกฎระเบียบที่ออกมาใหม่ จากงานบุคลากรอย่างชัดเจน.					
2. เปิดโอกาสในการติดต่อสื่อสารกับเจ้าหน้าที่งานบุคลากร					
3. "การสื่อสาร" เช่นการประชุมแบบการพบหน้ากัน และการพบปะกันเป็นการส่วนตัวกับงานบุคลากร เป็นเรื่องที่ละเอียดอ่อน					
4. การประกาศข้อมูลข่าวสารที่สำคัญ โดยมีการแจ้งให้ท่านทราบจากเจ้าหน้าที่งานบุคลากร					
5. "การสื่อสารข้อมูลที่สำคัญ" เช่นการบันทึกเขียนจดหมาย เกิดขึ้นเป็นประจำกับงานบุคลากร					
6. เจ้าหน้าที่งานบุคลากร ให้ความร่วมมือในแนะนำ โดยใช้การเขียนจดหมาย หรือการพูดด้วยวาจา					
7. งานบุคลากรมีห้องสำหรับท่านยื่นเอกสารและมีการจัดเก็บข้อมูลข่าวสาร อยู่เสมอ					

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ตอนที่ 2. กรุณาทำเครื่องหมาย (/) หน้าหัวข้อที่ท่าน ได้พบปัญหาในการสื่อสารระหว่างบุคคลในองค์กร ดังต่อไปนี้

- ☐ ขาดการติดต่อประสานงานกัน
- ☐ มีท่าทางปฏิบัติต่อท่านไม่ถูกต้อง
- ☐ ไม่เห็นความสำคัญของความคิดเห็นของท่านในระหว่างการพูดคุยกัน
- ☐ ไม่คำนึงถึงความรู้สึกในขณะพูดกับท่าน
- ☐ ไม่มีการยืดหยุ่นต่อสถานการณ์ที่เป็นอยู่ในขณะที่มีการประชุมกัน
- ☐ มองข้ามบทบาทของท่านในแผนก
- ☐ ทำให้รู้สึกอึดอัดต่อหน้าผู้อื่น
- ☐ ไม่มีไหวพริบในการพูดคุยกับท่าน
- ☐ ไม่เคยพูดให้กำลังใจในการทำกิจกรรมต่าง ๆ
- ☐ ห้ามท่านไม่ให้เข้าไปเกี่ยวข้องในกิจกรรมอื่นนอกแผนก
- ☐ ไม่มีการจัดประชุมในแผนก
- ☐ การประกาศข่าวสารล่าช้า
- ☐ อื่น ๆ กรุณาระบุ _____

ตอนที่ 3 การสัมภาษณ์

1. คุณมีความคิดเห็นอย่างไร กับแผนกของคุณ และงานบุคลากร?

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2. คุณมีความรู้สึกว่าการประกาศข่าวสารต่าง ๆ ที่สำคัญ ต่อแผนกของคุณมาจากงานบุคลากร?

3. คุณคิดว่าการสื่อสารเปิดโอกาสให้ท่านได้พูดคุยกับบุคคลในแผนก ร่วมถึงงานบุคลากร?

4. คุณมีคำแนะนำเพื่อใช้ในการปรับปรุงคุณภาพของการสื่อสารในงานบุคลากรให้ดียิ่งขึ้น?

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LIST OF TABLES

Table 1

Data Collection Time Table

Distribution of Questionnaire		Time Frame	
		Distribution	Collection
Pre-ODI Stage:	Organization and Interpersonal Communication	Jan 4,2010	Jan 15,2010
ODI	Intervention	Feb 1,2010	Feb 26,2010
Post-ODI	Organization and Interpersonal Communication	March 1,2010	March 5,2010

Table 2

Summary of Respondents Profile

Profile		Frequency	%	Total
Gender	Male	70	31.96	100%
	Female	149	68.04	
Age	Under 20	0	0	100%
	21-30	85	38.81	
	31-40	75	34.25	
	41-50	35	15.98	
	Above 50	24	10.96	
Education Attainment	Certificate/diploma	29	13.24	100%
	Bachelor's Degree	107	48.86	
	Master's Degree	80	36.53	
	Doctor's Degree	3	1.37	
Position	Head	14	6.39	100%
	Teacher	146	66.67	
	Support Personnel	59	26.94	
Length of Service	Less than 1 year	5	2.28	100%
	1-5 years	65	29.68	
	6-10 years	80	36.53	
	11-15 years	30	13.70	
	16-20 years	20	9.13	
	Above 20 years	19	8.68	

Table 3

Pre-ODI Summary Assessment of Heads, Teachers and Support Personnel on Interpersonal Communication of Human Resource Department

Mean Description on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads	3.71	Most of the Time
	Teachers	4.00	Most of the Time
	Support Personnel	3.65	Most of the Time
2. Communication lines are open between you and personnel from human resource office.	Heads	3.64	Most of the Time
	Teachers	4.09	Most of the Time
	Support Personnel	3.58	Most of the Time
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads	3.64	Most of the Time
	Teachers	4.00	Most of the Time
	Support Personnel	3.16	Sometimes
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads	2.50	Seldom
	Teachers	2.91	Sometimes
	Support Personnel	2.74	Sometimes
5. "Learn communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads	3.46	Sometimes
	Teachers	4.00	Most of the Time
	Support Personnel	3.00	Sometimes
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads	3.70	Most of the Time
	Teachers	3.60	Most of the Time
	Support Personnel	2.50	Seldom
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads	4.00	Most of the Time
	Teachers	4.10	Most of the Time
	Support Personnel	3.90	Most of the Time

Table 4

Post-ODI Summary Assessment of Heads, Teachers and Support Personnel on Interpersonal Communication of Human Resource Department

Mean Description on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads	4.55	Always
	Teachers	4.60	Always
	Support Personnel	4.51	Always
2. Communication lines are open between you and personnel from human resource office.	Heads	4.70	Always
	Teachers	4.69	Always
	Support Personnel	4.05	Most of the Time
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads	4.58	Always
	Teachers	4.68	Always
	Support Personnel	4.30	Most of the Time
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads	3.70	Most of the Time
	Teachers	3.85	Most of the Time
	Support Personnel	3.75	Most of the Time
5. "Learn communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads	4.20	Most of the Time
	Teachers	4.35	Most of the Time
	Support Personnel	4.50	Always
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads	4.80	Always
	Teachers	4.76	Always
	Support Personnel	3.70	Most of the Time
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads	4.63	Always
	Teachers	4.54	Always
	Support Personnel	4.71	Always

Table 5

Summary of Problems Encountered by Heads, Teachers and Support Personnel in Human Resource Department

Interpersonal Communication	Frequency	Rank
Lack of support in their work dealings verbally	190	**3**
Treats you unfairly due to cultural background through gestures	170	**5**
Least priority is given to your opinions during conversation	161	**6**
Lack of consideration to your feelings	180	**4**
Lack of flexibility to current situation while having meeting	115	**7**
Neglects your role in the department	101	**9**
Embarrasses you in front of others	110	**8**
Tactless when talking to you	69	**10**
Never encourage social-related activities	50	**11**
Prohibits you from engaging in other activities outside the department	45	**12**
Lack of departmental meetings	192	**2**
Delayed announcement	209	**1**

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Table 6

Summary of Interview

Questions	Heads	Teachers	Support Personnel
1. What is your opinion in the communication system in the human resource department?	-lack of memos -delayed announcements -no clear direction	-delayed announcements -not clear communication	-to broad -not clear -fair
2. Do you feel that any forms of announcements are important to your department relate to you by human resource?	-very important especially in terms of new policies and memos	-very important especially memos	-important especially written policies and rules
3. Do you think that all communication lines are open within your department and between human resources?	-sometimes communication lines are open	-seldom open and sometimes block	-Always open
4. Do you have any suggestions to improve the quality of interpersonal communication of human resource personnel's?	-try to disseminate announcement as soon as possible	-do not stop relaying information and always do some follow up	-fair treatment -less verbal communication more on written

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Table 7

Effects of Organizational Development Intervention

Effects of ODI on Interpersonal Communication	Respondents	Mean	Adjective Description
1. New policies/rules are communicated to you clearly by personnel from human resource office.	Heads Teachers Support Personnel	13.66	High Manifestation of ODI
2. Communication lines are open between you and personnel from human resource office.	Heads Teachers Support Personnel	13.44	High Manifestation of ODI
3. "Rich communications" like face to face meetings, general assembly, and personal visitation from human resource personnel are practiced especially for sensitive matters.	Heads Teachers Support Personnel	13.56	High Manifestation of ODI
4. Important announcements are circulated among the heads, teachers and support personnel by personnel from human resource office.	Heads Teachers Support Personnel	11.3	High Manifestation of ODI
5. "Learn communications" like memos, written letters are used for routine matters by personnel from human resource office.	Heads Teachers Support Personnel	13.05	High Manifestation of ODI
6. The personnel from human resource office cooperate in coaching and relaying written and verbal communication.	Heads Teachers Support Personnel	13.26	High Manifestation of ODI
7. Communication Room for information filing and storage is always used and available from personnel of human resource office.	Heads Teachers Support Personnel	13.88	High Manifestation of ODI

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