COMMUNICATION CHARACTERISTICS OF A LECTURER IN AN ADULT TRAINING SETTING AS PERCEIVED BY MULTIPLE AUDIENCES

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To the Provost of the Graduate School:

I am submitting herewith a dissertation written by Don W. Hebbard entitled "Communication Characteristics of a Lecturer in an Adult Training Setting as Perceived by Multiple Audiences." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Adult and Continuing Education.

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COMMUNICATION CHARACTERISTICS OF A LECTURER IN AN ADULT TRAINING SETTING AS PERCEIVED BY MULTIPLE AUDIENCES

DON. W. HEBBARD

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ABSTRACT

The purpose of this study was to identify the communication characteristics of an adult trainer utilizing the lecture method of instruction. Communication characteristics were identified in order to focus on effective and ineffective techniques in the utilization of the lecture method with adults. The Berlo model was utilized as a communication model for the study.

The communication processes studied took place in a training environment in which the lecture method was used. Basic components of the communication model were rated by the trainees and by four additional groups of adult evaluators. These additional groups included college teachers, graduate students in adult education, professional trainers, and a general adult group. Comparisons were made of the evaluator groups and the impart of the major communication variables on the overall communication process.

Data indicated high ratings of the lecturer, method, and message by all evaluator groups. Trainees reported significantly higher evaluations of the lecturer than the college teachers, general adult group, and the trainers. When compared occupationally, business managers rated the lecturer higher than professional trainers. Similar high ratings were reported on all major variables by the trainees and the graduate students in adult education. High positive correlations were found between the lecturer, message, method, and the overall communication process. Additional item correlations for each major variable: lecturer, message, and method revealed positive correlations.

Results of this study indicate the lecturer, method, and message have a positive impact on the overall perceived effectiveness of the communication process. Analysis of group data revealed similar perceptions of lecturer effectiveness by the trainees and graduate students in adult education. Perceptions of the trainers and general adult group tended to be similar on ratings of the lecturer, message, and method. The Berlo model of communications was seen as an effective tool for evaluating the lecture in adult educational settings.

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CHAPTER I

INTRODUCTION

Background to the Problem

The lecture method of instruction is historically one of the most frequently used methods in adult and pre-adult instruction. Despite the increase in alternative teaching modes such as computer-assisted instruction and video-taped training, the lecture method is still the most preferred and used method in adult education (Darkenwald & Merriam, 1982).

Lecturing is preferred by many students and teachers as a means of communicating information. Darkenwald and Merriam (1982) reported that participants in learning activities were seeking to be better informed. The lecture method has been cited as an effective way of disseminating information to groups (Broadwell, 1979).

Numerous alternative teaching techniques have been developed and implemented in the past twenty years to assist in the education of adults. Despite their use, informal surveys indicate that classroom teaching still occupies approximately 95 percent of the teaching time (Broadwell, 1979). The move toward individualized instruction does not seem to be hampering the need for effective lecturing

before groups of adult learners. Gage (1972) has pointed out large group presentations will be relied upon in the future so long as groups of learners share learning needs and some common characteristics.

The effectiveness of the lecture method outside the classroom setting has not been fully explored, particularly with regard to adult populations. Oddi (1983) has pointed out that most studies have focused on lecturing as it facilitates knowledge acquisition. Extensive training of adults outside the college classroom is common through training divisions of many companies. The educational processes employed in these setting offer rich ground for further investigation concerning the effective education of adults. If the lecture method is seen as a commonly employed technique for the training of adults outside the college classroom, then an examination of the characteristics that make this a useful communication tool would offer insights into its effective use.

An investigation of the communication processes of a lecturer within an adult training setting would provide specific data on the application of this technique in a specific setting. An evaluation by various groups of adults such as the audience that heard the lecture, professional trainers, or college teachers could give insight into the

perceived effectiveness of the communication process. Comparisons could then be made of the variations and similarities of the evaluators perceptions.

Purpose of the Study

The purpose of this study was to identify the communication characteristics of an adult trainer utilizing the lecture method of teaching during an actual training session. Communication characteristics were identified in order to focus on effective and ineffective techniques in the utilization of the lecture method with adults.

Research Questions

In order to accomplish the purpose of the study, the following questions were developed to guide and focus the research.

1. What relationships exist between the variables which pertain to the lecturer, message, and lecture method and the personal socio-demographics of the trainees?

2. What relationships exist between lecturer audibility, general appearance and manner, enthusiasm, attitude, knowledge, empathy, humor, and the overall effectiveness of the communication process?

3. What relationships exist between message clarity, organization, statement of objectives, summary, and the overall effectiveness of the entire communication process?

4. What relationships exist between channel appropriateness, personal preferences, and the overall effectiveness of the communication process?

5. What relationships exist between the overall effectiveness of the lecturer, message, and method and the effectiveness of the communication process?

Significance of the Study

The nature of the present study is significant for three reasons. First, if historical trends continue one can expect educators, teachers, and seminar speakers to rely on the lecture to some degree in the future. Adult audience's perceptions of effective and ineffective lecturers are needed to improve the quality of the learning process. Second, today's environment can be characterized by the information explosion. The lecture method is seen as an effective way of presenting new information (Broadwell, 1979; Eble, 1972; Ross, 1974). Third, much of the research regarding the lecture has centered on pre-adult samples drawn from traditional student classrooms. These results have been accepted as applicable to adult learners. This research needs to focus on non-traditional adult populations

such as business and industry where the lecture is frequently and commonly employed as a necessary component of the training of employees. This study has focused upon such a population.

Definition of Terms

The following definitions of terms are used for the purpose of this study:

Channel: The lecture method of communications will be the channel in this study.

Communication Characteristics: All verbal and non-verbal skills that a source utilizes during the lecture to convey the intended message to his listeners.

Communication Effectiveness: For the purpose of this study, communication effectiveness is defined as the respondents perceived effectiveness as determined by the score on the communication process scale of the evaluation form.

Lecture Method: A one-way communication system in which a source delivers a message to two or more receivers. The lecture may be augmented by visuals, charts, overheads, readings, and handouts.

Message: The coded form of the lecturer's ideas, purposes, and intentions.

Receivers: Those individuals who will serve as decoders of the lecture method. This includes both the trainees and the evaluators.

Source: In this study, the lecturer who is responsible for encoding the message and sending it through a designated channel (lecture method) to the receivers.

Limitations of the Study

The following items are considered to be limitations of the present study.

1. The present study utilized one lecturer in the research model. Generalizations and applications should be viewed with this in mind.

2. The present study has been concerned with perceived effectiveness, not actual communication effectiveness. Communication effectiveness would consider the extent to which content was transferred to the targeted audience.

3. The present study dealt with evaluator groups that were primarily white in ethnic origin. Generalizations should be made appropriately.

4. This study utilized the Lecture Evaluation Form as developed by Ware (1974) with additional summary statements to evaluate the impact of the major communication variables. No pilot test was conducted with the modified version of the evaluation form.

5. The Berlo model (1960) of communication as utilized in this study does not consider the intent or purpose of the lecture as a major variable in the communication process. It is understood as an element within the message but is not considered a major variable itself.

CHAPTER II

SYNTHESIS OF PREVIOUS RESEARCH ON THE LECTURE

The year 1967 serves as a useful dividing line in the review of research related to the lecture method. Two landmark reviews, the review of literature by Verner and Dickenson (1967) and the review by Lori Oddi (1983), utilize this date as the dividing line in their respective reviews of lecture research.

Review of Research Prior to 1967

Verner and Dickenson (1967) defined lecture as "an instructional technique through which an agent presents an oral discourse on a particular subject" (p. 85). In their research, these authors have pointed out the lack of any agreed upon defintion of the lecture method among studies undertaken from the turn of the century to 1967. Verner and Dickenson's definition also included the panel, symposium, and forum as analogous to the lecture.

Verner and Dickenson also noted that "The lack of any clear conceptual framework or theoretical structure for instructional processes in adult education becomes obvious when reviewing studies of the effectiveness of the lecture

method which have been conducted on adult populations" (1967, p. 91). In response to this void they offered two general catagories for conceptualizing lecture research, comparative and associative. Comparative characteristics refer to the observed differences achieved between the lecture method and other instructional techniques such as self-directed learning or group discussion. Associated characteristics refer to those factors pertinent to the lecture itself, e.g., delivery, length, style, and the use of visual aids.

Studies reviewed prior to 1967 did not discriminate between adult and pre-adult samples. Verner and Dickenson noted most research failed to make such a distinction before 1967. The authors warned against "generalizations from pre-adult to adult populations" (1967, p. 93) and stressed that research needed to focus on the adult learner.

Previous research related to associated characteristics and the lecture method have revealed that beginning material was recalled easier than material presented at the middle or end of the lecture (Jersild, 1928). Factual material, presented in short sentences with repetition tends to have a greater impact on audiences retention than pauses, gestures, or loudness (Beecroft, 1955). Extreme changes in pitch, timing, and timbre improved audience retention rates (Woolbert, 1920) and conversational delivery was preferred

over either reading delivery or highly dynamic delivery (Dietrick, 1960; Hildebrandt & Stevens, 1963; Moore, 1919). Beecroft (1955) concluded that the lecturer and his message were the keys to the effectiveness of the lecture method. "The difference between effective and ineffective instruction depends largely upon factors that are internal to a particular presentation rather than on the technique used particularly with respect to the conveyence of information in some content areas" (p. 8).

Verner and Dickenson (1967) also compared the first studies relating the effectiveness of live lecture versus televised replay to an audience. The perceived effectiveness of the lectures was not altered due to the use of television replay (Brandon, 1956; Gaskill, 1933; Heron & Ziebarth, 1946).

Verner and Dickenson (1967) concluded their review of the literature with the warning that the limitations of the lecture method be recognized and researched.

> There are, however, certain limitations inherent in the lecture method which suggest that it is neither as efficient nor as effective as its widespread use would indicate. A lecture should be short and carefully constructed, should be simple in language and style, and should present only meaningful and uncomplicated material. In designing an instructional situation, therefore, the particular learning task to be accomplished determines whether the lecture should be used. (p. 93)

The research prior to 1967 revealed several very important trends. First, the lack of any clear definition of the term lecture (method) hampered the comparisons of studies. Second, the lack of any clear conceptual model was evident throughout the various studies. Third, the categories of associated and comparative characteristics offered a useful beginning point in the analysis of lecture related research. Fourth, a majority of the research centered on the study of associated characteristics of the lecture method although some researchers were beginning to explore comparative characteristics and the impact of new technology such as television. The following fifteen years would see a reversal in the research trends as numerous studies investigated the impact of individualized instruction and computer-assisted instruction.

Trends of the Research: 1967-1982

Oddi began her synthesis of research from 1967-1982 by stating that there was still no agreed upon definition of the lecture method in research. Lecture was defined several different ways by researchers. These included a traditional approach (Godorov, 1981; Kazerani, 1978), didactic presentation of materials (Bubenzer, 1976), expository presentation by a teacher (Whitehead, 1974), teacher-directed conversational approach (Spring, 1973), lecture plus

discussion (Baldwin, 1979; MacNeil, 1968; Magnus, 1973; Witherell, 1980), lecture plus demonstration and discussion (Lalance, 1976), and lecture plus overheads, films, and slides (Slaten, 1973).

Oddi points out "there is a paucity of research on the lecture method in the adult education field" (1983, p. 222). For this reason her review of lecture based research included pre-adult and adult samples. The college classroom was the target of most investigations for both populations. As a result of her investigation, Oddi called for studies of the lecture method outside the college lecture hall. From 1967-1982 few studies focused on the appropriateness of the lecture to various learning tasks, a research need expressed by Verner and Dickenson. A major trend in the research revealed a shift toward an investigation of comparative characteristics of the lecture method. Study after study compared lecture with group discussion, self-directed learning and computer-assisted instruction. Along with this major shift, the lecture was now being defined in terms of of lecture-discussion, lecture-demonstration, or lecture coupled with other labels. These terms were being considered under the general framework of lecture research.

In light of the confusing nature of definitions and conceptualizations, Oddi (1983) has called for consistent

definitions of terms and a clear separation of the lecture (method) and lecture-demonstration or discussion.

> Few studies have been conducted on either the use of the lecture in adult education situations or the appropriateness of lecture for learning tasks other than acquisition of knowledge. Furthermore, an emerging trend in the research seems to be that investigators the 14 years under review have tended to blur distinctions among lecture, discussion, and demonstration; they have tended, rather, to collectively deal with these techniques under the rubric 'traditional approaches' and to focus their efforts on studying the differences between such traditional approaches and self-directed learning. (p. 229)

Oddi (1983) has called for, and demonstrated, an effective conceptual framework for organizing and integrating research related to the lecture method. The separation of adult and pre-adult samples has been necessary to further define lecture research. This approach has been utilized in considering the literature related to the lecture method.

An Integrative Framework for Reviewing Lecture-Related Research

The reviews of Verner and Dickenson (1967) and Oddi (1983) have provided a useful approach for understanding research regarding the lecture method. Verner and Dickenson (1967) have proposed a two-category model for understanding lecture research: comparative versus associative characteristics (p. 86). Oddi (1983) has proposed that a review of lecture research should discriminate between adult and

pre-adult samples. She echoed Verner and Dickenson's warning that results of studies utilizing pre-adult samples in the college classroom should not be indiscriminately applied to adults in other settings.

By combining these two models, a useful framework can be developed for understanding and categorizing research related to the lecture method. The following figure illustrates the framework incorporated in this study.

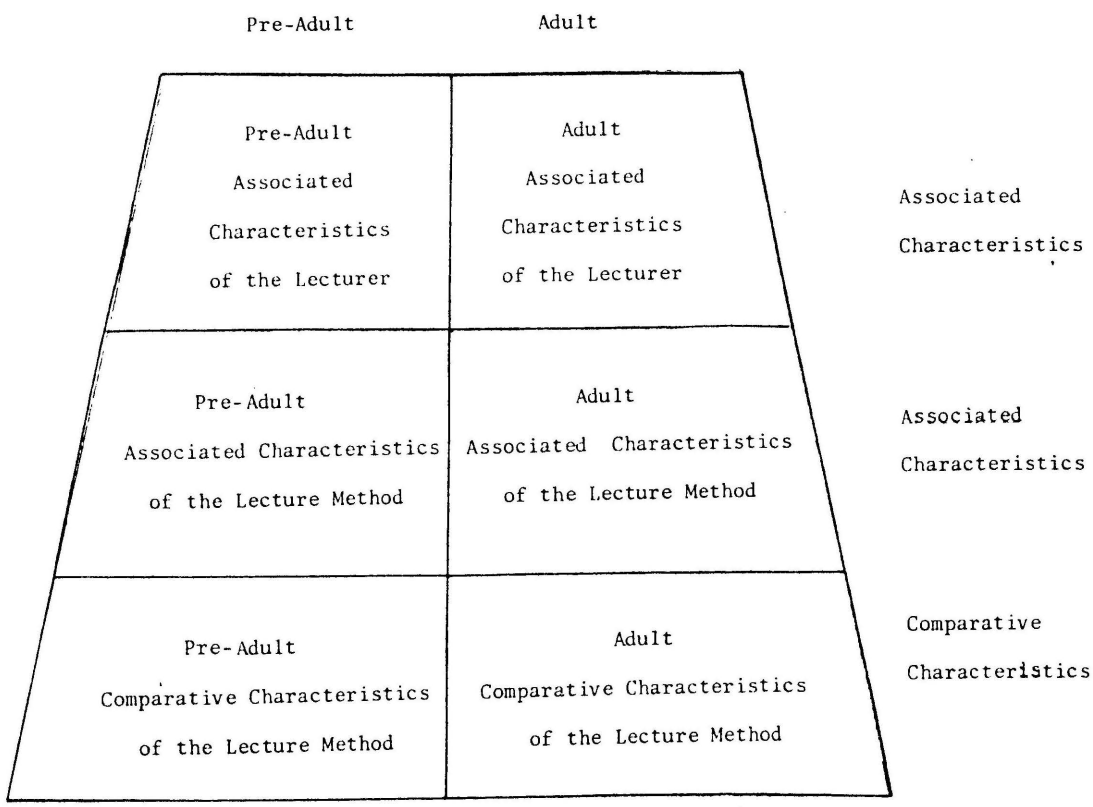

Figure 1. Lecture Research Conceptual Framework

Such a framework allows for greater discrimination of research related to the lecture method. Comparative characteristics refer to those studies which compare the lecture method with other learning devices. Associative characteristics refer to those factors that are inherent to the lecture itself. Age distinctions have been made based upon adult and pre-adult samples. Pre-adult samples consist primarily of college lecture hall samples and some high school samples. Adult samples consist of multiple non-traditional adult learner environments.

Comparative Studies with Pre-Adult Samples

Comparative studies among pre-adult samples consisted of research conducted in the college classroom where the lecture method was compared with other instructional procedures. These procedures include self-directed learning, small group discussion, laboratory methods, and video-taped training. Of the six areas under consideration in this review, comparative studies conducted primarily with under-graduate populations were extensively researched and provide conflicting results.

Studies of the lecture method as compared to various self-directed or individualized methods of instruction were prevalent as researchers attempted to determine which technique was appropriate for a particular learning task.

Lalance (1976) compared the traditional lecture approach with self-directed learning among college tennis classes but found no significant differences between the two methods. Other studies involving science, basic electricity, and computer science also revealed no apparent differences between the two methods (Witherell, 1980; Redditt, 1974; Magnus, 1973).

Studies comparing lecture with self-directed learning have also revealed split results depending upon the learning task. Baldwin (1979) found that college nursing students studying operating room procedures learned theoretical components of the material better through a self-directed mode. These nursing students were also determined to be as competent as the lecture group in motor skills development. The relative effectiveness of self-directed versus lecture methods in a college typing course was studied by Spring (1973). He reported split results based upon the manner of typing to be taught and the past experiences of the students. Spring recommended that specific constraints be used if self-directed courses were offered in typing.

A study of self-directed learning versus the lecture method in freshmen communications classes was conducted by Lynn (1984). Students assigned to the self-directed learning groups showed higher scores on the reports of

personal course grade and satisfaction, final examination, and a decrease in communication anxiety. Self-directed methods were seen as an effective alternative to the lecture method for teaching basic speech communications.

Two studies have indicated superior effectiveness of the lecture method as compared to self-directed learning. MacNeil (1968) compared the effectiveness of lecture and discussion with self-directed learning among undergraduate nutrition students. Results indicated higher achievement in content mastery among the lecture students. MacNeil's choice to combine lecture with discussion followed the trend among other researchers and served only to blur the distinctions between the two methods. Chew (1984) combined the lecture with laboratory experiences and compared them to student self-directed learning in an undergraduate mathematics program. He found withdrawal rates higher in the self-directed group and course content mastery higher in lecture-laboratory. Damsteegt (1982) combined the lecture with laboratory experiences and compared this lecture-laboratory with the lecture method. Undergraduate psychology students were taught techniques of behavior modification by one of the two methods. The lecture-laboratory group showed higher scores on content mastery and attitudes toward behavior modification.

Slaton (1973) compared small group discussion, lecture-discussion, and lecture only among undergraduate human development students. No significant differences were found among the three groups, although students in the lecture-only group reported higher scores on the content mastery scale.

A comparison of lecture, video-tape instruction, and self-directed learning was conducted among second year medical students preparing to take the Mental Status Exam (Puhl, Lewis, Niccolini, & Rubenstein, 1982). Each method was evaluated using a multiple choice test and a feedback questionnaire. No significant differences were found among student performances on the exam or on student preferences of instructional technique.

Studies of the lecture method in comparison to other instructional techniques among pre-adult samples was the subject of much research, especially following the review by Verner and Dickenson. These studies typically indicated a lack of any agreed upon definition of the term and a tendency to combine lecture with other techniques. Results of these studies were conflicting; some studies showed positive outcomes, others showed no significant differences for one method over another. Comparative research conducted among adult samples also had conflicting results.

Comparative Studies with Adult Samples

Comparative studies conducted with adult populations have been significantly fewer in number than similar studies with pre-adult groups. Comparisons were made of the lecture with self-directed study, laboratory lectures, and video-taped training. Definitions of the lecture were not consistent from one study to another.

Kazerani (1978) mixed undergraduate and adult populations in studying in-service education techniques of public school teachers. Self-directed learning, when compared with the lecture method, revealed moderate student preferences for the self-directed mode. Whitehead (1974) sampled an adult population in his study of expository versus non-expository methods of teaching adult basic education. Results showed no significant differences between self-directed learning and the lecture method. Whitehead called for "investigations conducted which involve specific teaching techniques in the expository (lecture) method" (p. 66).

Godorov (1981) compared an individualized laboratory approach to the lecture method in a basic speech communications class for adults. No statistical differences were found in the utilization of the lecture approach and the individualized laboratory approach.

Blackwood and Trent (1968) studied adults learning basic educational principles through remote teaching (telelecture) and the traditional lecture format. Results indicated that both methods were equally effective in teaching adults and that the greatest amount of learning occurred early in the presentation.

Results of the comparative studies with adult and pre-adult samples have indicated that this was a popular area of research, especially in the area of self-directed learning versus the lecture method. This research, like its predecessors suffered from inconsistent definition of terms and inconclusive findings. Some studies such as those of Lynn (1984) and Godorov (1981) presented conflicting results for adult and pre-adult samples.

Associated Characteristics of the Lecture Method

Associated characteristics of the lecture method have included class size, boredom in lectures, the effects of notetaking on lecture retention and sentence structure. These studies were focused on pre-adult samples drawn from university lecture halls.

Meredith and Ogasawara (1982) compared the observed and preferred size of college lecture classes among 10,959 students. Their findings suggested that increasing the size of the class increased the likelihood that the instructor

would rely on more formal lecture presentations. Also, increasing the size of the class had a greater impact on the affective components of the learning experience and the overall group dynamics than on cognitive gains.

Boredom in college lectures presented an area of complicated research and measurement as demonstrated by Kopp (1984). Kopp surveyed and observed junior level landscape architecture students in a university lecture setting. He measured boredom, emotional response, and content retention. Observers recorded responses to the lecture. Students attended lectures given by low expressive and high expressive lecturers and completed a lecture evaluation form. Results were generally inconclusive due to the difficulty in obtaining boredom ratings and variable class attendance by the students.

The effects of notetaking on the college lecture continued to be of interest to researchers. Reese (1984) studied the effects of notetaking and lecture structure among undergraduate nursing students. Her design utilized notetaking versus non-notetaking groups in lecture settings. The structure of the lecture and student ability levels merged as the statistically significant main effects. Testing was done immediately following the lecture by a multiple-choice questionnaire. Results of this study

indicated that student innate ability played a major role in the effectiveness of the lecture.

Daly (1984) determined no significant differences among college students taking lecture notes. Four groups of students were randomly assigned to experimental groups. One group was provided with training in lecture-structure listening techniques and instructed to take notes as they normally did. A second group was given instruction in a two-column system of notetaking and was told to listen to the lecture as they normally did. A third group was told to listen and take notes in their normal style. A fourth group was given both listening and notetaking instruction. Analysis of the results indicated no significant differences in the ability to recall course content at the conclusion of the experiment. Females did recall a significantly higher number of idea units than males.

Morgan and Puglisi (1982) studied the effects of critically placed pauses on lecture retention. They hypothesized that college students' memory for lecture material would be enhanced by critically placed pauses in the lecture. This technique would encourage deeper and more elaborate cognitive processing of information. Results

of their experiments produced only minimal gains in the material recalled immediately and after five days by using critically placed pauses.

Associated Characteristics of the Lecturer: Pre-Adult Samples

Research focusing on the lecturer since Verner and Dickenson's review was limited to investigations of non-verbal behaviors and lecturer style. The bulk of the research was devoted to the latter area with conflicting findings reported.

Andersen and Withrow (1982) questioned whether lecturers trained in expressing effective non-verbal messages to their classes would receive higher student evaluations. College students were divided into one of three basic speech courses. Lecturers were instructed to provide either high, medium, or low counts of non-verbal messages that conveyed warmth, inclusiveness, enthusiasm, and awareness. Students attending the high non-verbal lecturers reported a 22% increase in overall affective response. Andersen and Withrow reported "lecturer non-verbal expressiveness is a potentially positive factor in improving effectiveness" (p. 45).

Lecturer style and effectiveness has been the subject of several studies. Spence (1978) presented four lecture

video-tapes to college students. Lecturers varied in content from high to moderately low, and in style from very good lecture form to very poor lecture form. Lecture form was defined in terms of delivery, eye contact, expression, and enthusiasm. Students took an achievement test on the material presented immediately after viewing the video-tapes and also rated each lecturer. Results indicated that students viewing the high content video-tape scored higher on the content mastery tests. Achievement scores were also higher for students who viewed the lecturers with very good lecture form. Overall evaluations were highest for lecturers with very good form.

A meta-analysis of studies related to instructor personality and student's rating of instruction was conducted by Abrami, Leventhal, and Perry (1982). Lecturers were defined in terms of content orientation and expressiveness orientation. Their review indicated that the instructor who presented lectures high in content were likely to impact students overall achievement. Style ratings of content-oriented instructors were not necessarily high. Lecturers who presented lectures with a great deal of expressiveness were likely to rate highly on student evaluations. Student achievement might not necessarily be as high as their content-oriented colleagues.

Two studies examined the "Dr. Fox Effect" on students ratings of instruction. The "Dr. Fox Effect" was originally designed as an attempt to isolate the effects of lecturer expressiveness on student's ratings of teacher instruction. In Ramagli's study (1979), the original "Dr. Fox" video-tapes were used. Four combinations of expressiveness and four combinations of content mastery were combined making a total of 16 treatment groups. Results of the study indicated that students were highly influenced by the high expressive lecture. The study suffered from the "halo effect" as students tended to be influenced by the ratings of their first lecturer. Ramagli concluded the "Dr. Fox Effect" tended to hold up when students were given an opportunity to compare two lecturers varying in content and expressiveness.

Condeluci (1984) also studied the effects of lecturer style on students ratings of effectiveness and achievement. Condeluci used the two dimensions, content and expressiveness, used by Ramagli (1979) and Abrami, Leventhal, and Perry (1982). An actor/teacher was hired to deliver two presentations, one to graduate psychology students and another to undergraduate sociology students. Both groups rated the actor/teacher on teaching style and took a course post-test. Results of this study indicated no

difference in the group achievement of students in the content-oriented lectures or the expressive lectures. Students showed no difference in their ratings of the expressive lectures versus the content lectures.

Studies of lecturers with pre-adult audiences have indicated that additional study is needed in the areas of non-verbal behaviors and lecturer style. As was the case in the other areas reviewed, studies have tended to contradict one another but the definitions of the lecture method and the approach to research tend to have fallen within similar frameworks.

Associated Characteristics of the Lecturer: Adult Samples

Gage (1972) has noted that "relatively little has been done to improve lecturing from a scientific standpoint" (p. 88). This was especially true in light of the lack of research on adult lecturing in non-academic settings. A lack of research does not indicate a lack of writing on the subject. Many have suggested useful approaches to improve the lecture but few have tested their conceptualizations in adult settings.

Osterman (1978) has correctly suggested that students today offer new challenges to the lecturer. He has suggested that today's audiences are visually oriented

and lecturers should recognize this by supporting the most favorable conditions possible for communications. New and effective learning resources have become available to the lecturer. These resources may stimulate thinking and heighten interaction. Osterman has pointed out that new and innovative teaching methods must be tried and refined before the lecture method can reach its fullest potential.

Osterman (1978) has presented a plan for improving the lecture. He has suggested a "feedback lecture" as one in which students receive information from the lecturer and also participate with him. The students prepare for the lecture by completing a pre-lecture study guide. The study guide contains a pre-test, lesson objectives, and suggested study methods. The students attend class and listen to a 20-minute lecture. They are then divided into groups to discuss thought questions on the lecture. The lecturer circulates among the groups to answer questions before continuing with the second lecture. Osterman has proposed such a method as a method for improving the quality of the lecture by allowing a greater level of interaction.

Gage (1972) has suggested similar improvements for the lecturer through the use of a "programmed lecture." The programmed lecture presents information in the form

of a question on a slide or piece of paper. Students first respond to the question and then the lecturer discusses each response providing additional information on the correct answer. Gage has noted, "the teacher receives no feedback inasmuch as he has no way of telling how well the students are grasping the ideas" (p. 97). The "feedback lecture" and the "programmed lecture" represent two recent attempts to promote lecturer-audience interaction.

Ross (1974) has suggested nine criterion for successful adult lecturers.

1. Offers structure and form to the presentation.
2. Uses a logical order.
3. Balances the content.
4. Connects the lecture to material already presented.
5. Shows relevance of the content.
6. Each point is clearly related to the whole structure.
7. Reviews periodically.
8. Offers explanation and emphasis to appropriate points.
9. Makes points clearly and concisely.

Broadwell (1979) has defined the lecture as "a means of transmitting cognitive/factual data from a teacher to a group of students in an efficient manner" (p. 22). He has listed 12 characteristics of excellent lecturers.

1. Organization.
2. Provides references and materials for later learning.
3. Provides excitement in achieving a learning objective.
4. Made appropriate affective changes in the students.
5. Plans immediate evaluation of the teaching/ learning process.
6. Uses clear and familiar language.
7. Uses comparisons and illustrations.
8. Uses examples.
9. Uses appropriate audio-visuals.
10. Imaginative.
11. Links the lecture to the last lecture.
12. Offers good structure, summary, and verbal markers.

Dugan Laird (1984) has proposed characteristics of effective lecturers. His characteristics reflect many variables already mentioned but include new items related to communication techniques.

1. Stimulating voice.
2. Uses interesting stories to illustrate theory.
3. Uses colorful and persuasive language.
4. Presents organized ideas.
5. Speaks loud and clear.
6. Uses good microphone technique.

7. Message is organized around a thesis.

8. Internal points of the message are related to the thesis.

9. Presents useful information and evidence.

Jane Sellen (1980) has noted several characteristics of effective adult teachers that were necessary for effective communications. Her composite picture of the effective adult teacher includes enthusiasm, practical experience, self-confidence, desire to share, ability to relate, patience, adaptability, and a sense of humor.

Rossman and Powers (1981) surveyed 80 teachers and administrators in Arizona and asked them to rate 20 teaching skills in order of importance. The skills included organization abilities, speaking skills, items related to interaction, and the environment. Results have shown no one item could be ranked higher than any other by the respondents.

The overview of associative characteristics of lecturers of adults has revealed a lack of clear conceptualizations. Materials are not lacking on proposed characteristics of effective and ineffective adult lecturers but these materials have not been researched. A central theme binding proposed characteristics of effective lecturers of adults together has been the attention to the communication process. Any discussion of the lecturer

in adult education would be incomplete without an understanding of the communication processes affecting its outcome. Chapter III addresses the relationships between the lecture method and the communication process.

CHAPTER III

COMMUNICATIONS THEORY AND THE LECTURE METHOD

An understanding of the communication process as it affects the lecture method is essential to this study. Communication has been defined as the process by which messages are transferred from a source to a receiver. Many models are available to assist in the communication process. The Shannon-Weaver (1949) model proposed the transmission of a message in terms of a signal to a designated receiver. H. D. Laswell presented a model of rhetorical communications in the form of a question: "Who says what to whom through what channel with what effect?" (Ross, 1974, p. 8). McCroskey (1978) also presented a model of rhetorical communications. His model emphasized the role of noise in all major elements of the communication process. Berlo (1960) has proposed a model that includes the source, message, channel, receiver, and environment. It is referred to as the S-M-C-R-E model.

The S-M-C-R-E Model

The S-M-C-R-E model encompasses three types of meaning centered communication; accidental, expressive, and

rhetorical. Accidental communication occurs when a source stimulates a meaning in the mind of the receiver without having any intention of doing so. Expressive communication arises from the emotional or motivational state of an individual. Messages represent the person's feelings. "Rhetorical communication is the process of a source stimulating a source-selected meaning in the minds of a receiver by means of verbal and non-verbal messages" (McCroskey, 1978, p. 6). The lecture is one form of rhetorical communications.

The Berlo model has proven particularly helpful in aiding an understanding of the lecture method. Hughey and Johnson (1975) have pointed out that the Berlo model is a useful tool for integrating the communication process. Coleman, Miller, and Bragle (1975) have suggested that the Berlo model stresses the interaction of the major communication variables. These variables are included in Figure 2.

The concept of noise is an important component in the communication process. Noise is "any element that interferes with the generation of the intended meaning in the mind of the receiver" (McCroskey, 1978, p. 12). It may arise in the source, channel, or the receiver.

Berlo (1960) did not label noise as an established variable within his model, but viewed it as implied throughout the process (p. 79).

The Berlo model is especially useful in the training setting. Coleman (1972) has observed, ". . . the Berlo model is specifically designed for human communication. It makes it easier to understand the diverse nature within the various elements of the communication process by detailing the composition of the elements" (p. 23). Bormann (1972) has said that "the S-M-C-R-E key to the study of communications covers every sort of communications" (p. 19).

The application of the Berlo model to the present study is illustrated by Figure 3.

All human communication has some source, a person, or group of people with a purpose for sending the message to another person or group of people (Rogers & Svenning, 1969). The source and the receiver are a combination of the interaction of their communication skills, attitudes, knowledge, social system, and culture. The source is the basis for ideas, intentions, information, and the purpose for communicating. This raw material is taken by the source and encoded. It is then put into the appropriate channel as a message. Factors such as

ENVIRONMENT

SOURCE	MESSAGE	CHANNEL	RECEIVER
Communication Skills	Elements	Seeing	Communication Skills
Attitudes	Content	Hearing	Attitudes
Knowledge	Treatment	Tasting	Knowledge
Social System	Code	Touching	Social System
Culture	Structure	Smelling	Culture

Figure 2. Elements of the S-M-C-R-E Communication Model

Note. From Speech communications (p. 66) by J. D. Hughley and A. W. Johnson, 1975, New York: MacMillian Press.

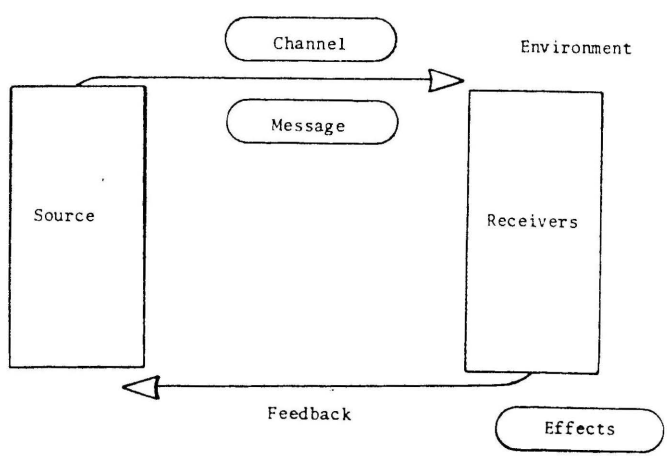

Figure 3. Generic Communication Model

Note. Adapted from The process of communication (p. 5) by D. K. Berlo, 1960, New York: Holt, Rinehart, Winston, Inc.

self-concept, concept of others, knowledge base, socio-cultural systems, and communication skills affect the process. The receiver also influences this process as Gellerman (1968) has pointed out

> The sender, to be certain that his message will be accepted by the receiver, must be prepared to let the receiver influence him. He must even be prepared to let the receiver alter or modify the message in ways that make it more acceptable to the receiver. Otherwise, it may not be understood, or it may not be accepted or it simply be given lip service and ignored. This places the responsibility for good communications squarely on the shoulders of both the sender and the receiver. Each of us plays the roles of sender and receiver many times each day. Thus, it is important that we learn to play each role well. (p. 46)

The receiver is the target of the communication process. The receiver is also influenced by his personal communication skills, attitudes toward himself and others, and content of the message. He is influenced by his own knowledge level and socio-cultural background. The receiver is the most important element in the communication process and actually determines if communication will take place (Rogers & Svenning, 1969). The receiver is responsible for the input and processing of information (Hughley & Johnson, 1975). Information is taken in through one of the five senses and prepared for information processing. Messages are processed on cognitive and affective levels.

The message is the coded form of the source's ideas, purposes, or intentions. Messages may be ideas, concepts, or meaning (Ross, 1974). Encoding a message refers to the source deciding upon vocabulary and sentence structuring of the message. The message content is the material selected to express the purpose of the source. Message treatment refers to the decisions made in selecting, arranging, and delivering the content of the message. McCroskey (1978) has suggested the receiver is the center of the encoding process.

> The encoding process is the process of translating an already conceived idea into a message appropriate for transmission to a receiver. This process includes three essential parts: (a) creation of the message, (b) adaptation of the message to the intended receiver, and (c) transmission of the message to the receiver. The encoding process is based on the source's perception of the way the receiver will perceive messages. This phase of the process is crucial to rhetorical communication. The source may create messages without regard for a receiver, and if it does, it is not engaged in rhetorical communication, but is concerned with expression. (p. 10)

The channel refers to message vehicles or message carriers. In rhetorical (lecture) communication, the primary channel is oral and in some cases partly visual. Lecturing is one channel used to communicate to receivers.

The environment is the context, situation, or surroundings of the communication process. It impacts

the communication process and it influences the receiver. Hughley and Johnson (1975) have stated that the primary function of communication is to help people adapt to their environment.

> Through communication he receives and transmits information about his physical and socio-cultural environment. Man's physical and socio-cultural environment includes not only those tangible observable objects that can be sensed directly as coming from the external environment such as hostility, violence, affection, or love. In addition to information-getting and giving, man uses communication to solve problems posed by his environment, and he uses communication to modify or control his physical and socio-cultural environment. (p. 12)

The training room has been selected as the environment for this study. Laird (1984) has defined training as "an experience, a discipline or a regimen which causes people to acquire new, predetermined behaviors" (p. 9). This definition agrees with Madler's (1979) definition of training as "those activities which are designed to improve human performance on the job the employee is presently doing or is being hired to do" (p. 40).

The training function is typically carried out in a classroom setting. As Nadler (1979) has pointed out,

> The most frequently used methodology is a training program in a classroom situation, somewhere on the company site. The facility may contain rooms designed for instructional purposes or conference rooms which are made available for training. Training programs using classroom instruction are

> usually of fairly short duration ranging from two hours to several weeks. (p. 49)

Lecture classroom training conducted and developed by in-house specialists has been cited as the most common delivery method in modern business training. A 1983 organizational survey conducted by Training Magazine mandated the importance of lecture classroom instruction in business and industry (October 1983, p. 47). The workshop/seminar style training was reported as the most common mix of training by 45.1% of reporting organizations. Respondents were asked to rank 16 methods of training delivery. The lecture method was ranked highest on the list of organizational usage at a ranking of 89.4%. Self-study was used by only 15.4% of reporting organizations. The survey concluded "respondents rely heavily on instructional formats that support classroom, instructor-led training sessions" (1983, p. 50). Laird (1984) has echoed the importance of the training room in organizations and added "we should think of the places we meet to train as learning rooms rather than training rooms" (p. 177). Laird has proposed that training room environments should be characterized by four effective elements: flexibility, ventilation, isolation, and lighting control.

Based upon current research, the training room has been seen as providing an excellent environment for evaluating

the lecturers. Odiorne (January 1985) has predicted a continued reliance upon training and the training room as major companies continue to use in-house educational facilities to meet organizational needs (p. 51).

The Berlo model has proposed effects as a vital component of the communication process. Effects refer to the impact of the communication process on the receivers. It includes the effects of the message, channel, source, and environment. Effects may be measured in terms of feedback. Feedback is the return of a portion of the message along with new information to the sender. It regulates both the transmission and the reception of the message. Acker (1979) has suggested that in the lecture, feedback from source to receiver occurs instantly.

> The sender is acting as a receiver while he is transmitting the message. The receiver is acting as a sender while he is receiving the message. When the message is transmitted and effectively received, feedback serves as a regulating device. The sender continually adjusts his transmission in response to the feedback. Feedback serves another function. It alerts the sender to any disruptive noise that may impede reception of the message. (p. 21)

The lecture method refers to one channel used by the source to send a message to the receivers. The source of the message is the lecturer and the environment referred to as the training room in a business setting. The Berlo

S-M-C-R-E model has been conceptualized in Figure 4 for the purpose of this study.

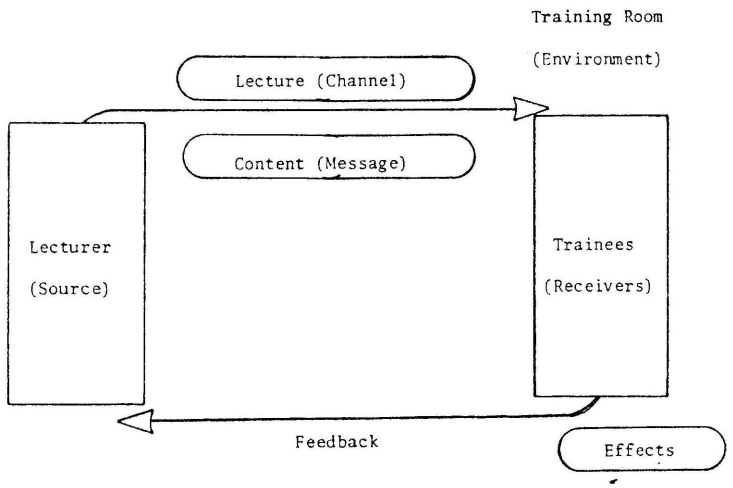

Figure 4. Lecture Communication Model

Note. Adapted from The process of communication (p. 5) by D. K. Berlo, 1960, New York: Holt, Rinehart, and Winston, Inc.

CHAPTER IV

RESEARCH METHODOLOGY AND PROCEDURES

The Berlo model of communications has provided a system for monitoring the major elements of the communication process during a lecture. The Berlo model has identified the source, message, channel, receivers, and the environment as the major variables within the communication process. These elements have been manipulated in order to focus on relationships between the variables and the overall communication process.

Research Methodology

The present study has suggested two stages of research. During the first stage of research the source, channel, and message were held constant. The receivers were varied as feedback from the trainees was taken. Feedback was given through a Lecture Evaluation Form measuring the effects of source, message, and channel. Demographics on the trainees were also determined. During a second phase of the study, the source, message, and channel were once again held constant and the receivers were varied. Four groups of evaluators rated a video-tape of the training

lecture. An identical evaluation and demographic profile was given to the four groups of evaluators. Comparisons were made between the four evaluation groups and between evaluation groups and trainees. The two-stage research model is conceptualized in Figure 5.

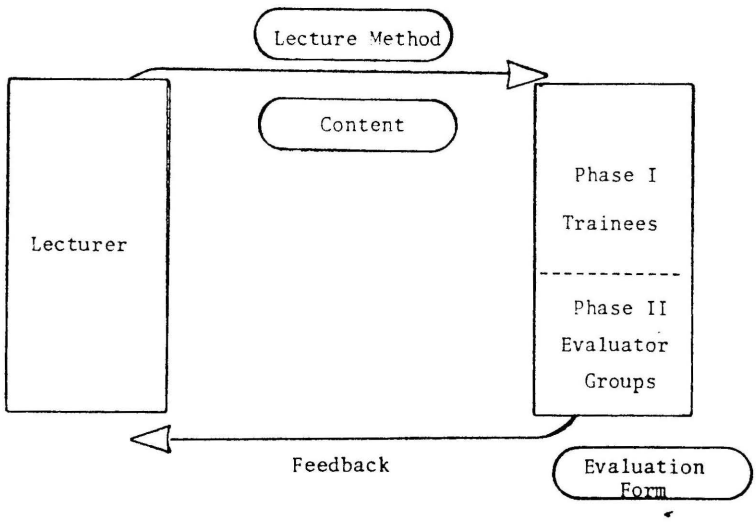

Figure 5. Two-Phase Research Model

Note. Adapted from The process of communication (p. 5) by D. K. Berlo, 1960, New York: Holt, Rinehart, and Winston, Inc.

Selection of the Lecturer

The selection of a lecturer was a key element in the study. The lecturer selected must have met a set of criterion designed to facilitate the selection process (see Appendix A). The lecturer selected was employed as

a trainer and was a member of the American Society for Training and Development. She was a manager level trainer for the Professional Education Division of Arthur Anderson & Company, a major public accounting firm.

Lecture, as defined by this study, was the primary method of presentation during the video-taped session. The lecturer was to be the primary presentor during the taping session. The lecture to be delivered during the taping was one that was customary to the lecturer so content and delivery would be familiar and natural.

An initial conference was held with the Managing Partner of the Professional Education Division of the Dallas-Fort Worth Office of Arthur Anderson & Company. The nature and purpose of the study was explained. The role of the firm was clearly stated along with possible benefits from the results of the study. An agreement was made for the firm to provide a lecturer that met the criteria of the study.

A lecturer was initially contracted by the Professional Education Division. The researcher conducted an initial interview to determine if the trainer met the qualifications for inclusion in the study. When it was determined her participation would be beneficial to the study, a verbal contract was made.

The content of the lecture was seen as a key element in the success of the study. It was decided that the content should be generic enough to allow a wide range of evaluators to view the video-tape and still maintain a level of familiarity and interest with the lecture. Based upon these goals a lecture on the general topic of "How to speak to groups" was seen as an acceptable general theme. The firm provided a seminar to client companies entitled "Effective Presentations." This two-day seminar was considered an appropriate content area for the video-taping. The presentation was scheduled in the Dallas area and taping arrangements were made with the client company.

Prior to the delivery of the lecture, the researcher conducted an extensive interview with the lecturer. The interview was audio-taped and included materials on the lecturers social system, cultural background, communication skills, attitudes, and knowledge base (see Appendix B). This background information was seen as essential for a complete understanding of the communication process as suggested by Berlo.

The Video-Taping

The video-taping of the training session was provided by the Professional Education Division of the accounting

firm. The 65-minute lecture was recorded on VHS cassette tape during the actual two-day seminar on "Effective Presentations." The taping was made during the afternoon of the second day of training. Recordings were made without disturbing the natural flow of teaching.

Following the taping of the lecture, the researcher explained the study and the procedures (see Appendix C), and asked for questions. The Lecture Evaluation Form (see Appendix F), designed to gather data on the message method, lecturer, and overall impact of the communication process and printed in booklet form for ease of administration, was then administered. Finally, general demographic information was gathered from the trainees.

The Evaluator Groups

Five groups of evaluators rated the lecturer. The first group of evaluators consisted of the trainees that had been present during the live presentation of the lecture. Twenty evaluators completed the Lecture Evaluation Form immediately following the lecture. Four additional groups of 15 evaluators each were randomly selected to view and evaluate a 15-minute tape of the lecture

"Effective Use of Audio-Visual Aids." Participants were selected from the total population group using a table of random numbers. "Effective Use of Audio-Visual Aids" was one segment of the two-day seminar on "Effective Presentations." The total number of evaluators was 80. Evaluators received no training or special instructions in lecture evaluation before completing the form.

The evaluators that comprised the four additional groups in the second phase of the study were randomly selected from college teachers, graduate students in adult education, members of the American Society for Training and Development, and a general adult population. College teachers included faculty members of North Lake College and the University of Dallas. Graduate students in adult education included students from North Texas State University and Texas Woman's University. Trainers were selected from the Dallas Chapter of the American Society for Training and Development. The general adult population was identified through the Family Center of the Metroplex. Each group contained 15 members.

The evaluators were contacted first by mail (see Appendix D) and later by phone to confirm a scheduled appointment for viewing. Viewings were conducted on a small group basis at a variety of locations around the

Metroplex. A portable video system was employed for evaluators who could not attend group sessions but were willing to view the video-tape at their office or home.

The Lecture Evaluation Form

The Lecture Evaluation Form consisted of three sections designed to measure the major variables present in the Berlo model of communications. The three components measuring the lecturer, message, and method were included under the heading of Section One. Items for this section were obtained from the evaluation form designed by Ware (1974). Ratings were made on a five-point Likert scale. Section Two consisted of ratings on the overall communication process related to the lecturer, content, lecture method, and the entire communication process. Ratings were also given on a five-point Likert scale. Section Three of the Lecture Evaluation Form included socio-demographic data on the evaluators. Information included sex, age, race, educational level, marital status, and occupation as specified by Ware (1974). The Evaluation Form was printed in booklet form and required approximately 10 minutes to complete.

Section One of the Lecture Evaluation Form consisted of items used in the Student Rating Instrument of the original Doctor Fox studies (Ware, 1974). The instrument

was also used by Ramagli (1979) in his replication of the Doctor Fox experiments. The order of the item presentation has been arranged to conform to the research model suggested by Berlo. Ten items related to the lecturer, five items related to the message, and three items related to the lecture method provided information on the dependent variables source, content, and channel. Subscale scores on each of the three variables were calculated along with a Section One total score.

Section Two of the Lecture Evaluation Form included an overall rating of the major dependent variables in the research model; the lecturer, content, channel, and communication process. Ramagli (1979) and Ware (1974) did not include an overall rating of the major variables in their evaluation instruments. Brown (1978) considered this an important aspect of lecture evaluation. The overall evaluation scales matched the major dependent variables in Section One of the Evaluation Form. One additional variable included an overall evaluation of the entire communication process. These four items were ranked on a five-point Likert scale as in Section One. Scores for the four variables were combined to give an overall Communication Process score for Section Two.

Section Three of the Lecture Evaluation Form included independent variables representing age, sex, race, marital status, educational level, and occupation. The five evaluator groups included the trainees, graduate students in adult education, trainers, college teachers, and a general adult population. Evaluators were also organized by occupation. These groups included trainers, professionals, teachers, college teachers, business managers, and scientists/engineers.

CHAPTER V

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to identify the communication characteristics of an adult trainer utilizing the lecture method of teaching during an actual training session. Communication characteristics were identified in order to focus on effective and ineffective techniques in the utilization of the lecture method with adults.

A lecture of a selected trainer was presented to five evaluator groups. Evaluator groups completed a Lecture Evaluation Form rating the lecturer, message, method, and overall communication effectiveness. Statistical procedures used included analysis of variance, Pearson's product-moment correlation coefficient, and Spearman's correlation coefficient.

Demographic Profile of the Evaluator Groups

Evaluators completed a demographic profile section of the Lecture Evaluation Form. Variables included sex, age, race, marital status, education, and occupation.

The gender of the evaluator groups was determined to be 55% male. College teachers and trainees consisted of

85% and 60% male evaluators respectively. Female evaluators comprised 60% of the graduate student group. Table 1 provides a break down of evaluators by sex.

Table 1

Frequency Distribution of Respondents According to Evaluator Groups and Sex

	Group					
Sex	Trainees	General Adult	Graduate Students	Trainers	College Teachers	Totals
Male	17	6	5	7	9	44
Female	3	9	10	8	6	36
Totals	20	15	15	15	15	80

The evaluators were grouped according to three age categories; under 30, 30-44, and over 45. Sixty percent of the evaluators fell within the 30-44 age category. There were no college teachers and only one graduate student under the age of 30. The general adult group consisted of

15 respondents under the age of 44. Table 2 provides a complete reporting of evaluators by age.

Table 2

Frequency Distribution of Respondents According to Evaluator Groups and Age

	Group					
Age	Trainees	General Adult	Graduate Students	Trainers	College Teachers	Totals
Under 30	5	7	1	5	0	18
30-44	13	8	9	8	10	48
Over 45	2	0	5	2	5	14
Totals	20	15	15	15	15	80

Respondents were categorized according to race and chose from categories including white, black, Asian and other; ninety three percent were white. Table 3 reports evaluators by race.

Table 3

Frequency Distribution of Respondents According to Evaluator Groups by Race

	Group					
Race	Trainees	General Adult	Graduate Students	Trainers	College Teachers	Totals
White	18	15	13	15	14	75
Black	1	0	2	0	0	3
Other	1	0	0	0	1	2
Totals	20	15	15	15	15	80

Categories of marital status included married, divorced, separated and never married. Seventy percent of the respondents were married. College teachers and the general adult population showed the greatest amount of homogeneity with 87% of each groups' evaluators reporting they were married. The graduate students showed the greatest amount of variation within the categories with 53% of their evaluators either divorced, separated or

never married. Table 4 provides evaluators' marital status.

Table 4

Frequency Distribution of Respondents According to Evaluator Groups and Marital Status

Marital Status	Trainees	General Adult	Graduate Students	Trainers	College Teachers	Totals
Married	14	13	7	9	13	56
Divorced	2	1	3	3	1	10
Separated	0	0	1	0	0	1
Never Married	4	1	4	3	1	13
Totals	20	15	15	15	15	80

Evaluators provided information concerning their educational attainment. Data fell naturally within the groupings high school diploma or college credit, associate or bachelors degree, graduate credit or masters degree and doctorate. Fifty-four percent of the evaluators held masters degrees or had earned graduate credit. Fourteen

of the evaluators held doctoral degrees; 57% held by respondents within the college teachers group. Within the trainers group 56% had earned graduate credit, masters degrees, or doctoral degrees; 53% of the trainees group had earned graduate credit, masters or doctoral degrees. Table 5 reports the distribution of evaluator groups by educational level.

Table 5

Frequency Distribution of Respondents According to Evaluator Groups and Educational Level

	Group					
Educational Level	Trainees	General Adult	Graduate Students	Trainers	College Teachers	Totals
High School Diploma College Credit	2	2	0	1	0	5
Associate or Bachelors Degree	5	7	0	6	0	18
Graduate Credit or Masters Degree	11	5	14	6	7	43
Doctorate	2	1	1	2	8	14
Totals	20	15	15	15	15	80

Evaluators were categorized by general occupational groups. Groups included trainers, teachers in elementary and secondary education, college teachers, professionals, business management and science/engineering. Business management accounted for 27% of the total sample. College teachers represented 22% of the evaluators and teachers represented 19% of the sample. Science and engineering was the smallest group with 6% of the total sample. Table 6 provides a complete distribution of evaluator groups by occupational area.

Table 6

Distribution of Respondents According to Occupational Area

Occupation Area	Totals
Trainer	13
Teacher	15
College Teacher	17
Professional	8
Business Management	21
Science/Engineering	5
Totals	79

By combining the demographic information on the evaluator groups a "typical" evaluator could be pictured in the following way. The evaluator would be a white male approximately 37 years of age. He would have a bachelors degree and be working toward or already hold a masters degree. He would be married and probably be working in some business related field.

The Lecturer

Characteristics related to the lecturer were discussed by Berlo (1960) in relationship to the lecturer, message and method. These included communication skills, attitudes, knowledge, social system and culture. These characteristics were explored in a pre-lecture interview with the selected lecturer.

The lecturer selected for the video-taping was a management level trainer in the Professional Education Division of the Dallas Office of Arthur Anderson and Company. An interview was held prior to the delivery of the lecture to gain information concerning her professional background, the nature of the lecture to be delivered, and her perceptions of the audience. The title of the lecture to be given was "Effective Use of Audio-Visual Aids." It was a segment of a larger seminar called "Effective

Presentations." The client company was a large downtown firm that regularly utilized the seminar to train its management level personnel.

The lecturer's professional and educational background included various experiences in education, sales and consulting. She completed an undergraduate degree in education and psychology from the University of Iowa. She received classroom teaching experience through junior high school work before changing careers. Her professional training began by working with an educational consultant and later Arthur Anderson. She had worked as a trainer in the Professional Education Division of the firm for five years.

The lecturer felt her training with Arthur Anderson was one of the primary influences shaping her lecture technique. When hired by the firm she was required to present training seminars to receive her instructor certification. Simulations, video-tapes and critiques were used in the training. A mentor was assigned as she began her lecturing for the firm. Instructors guides provided each lecturer with comprehensive content without restricting personal delivery style. She was initially matched with an experienced lecturer who provided her with

feedback on the effectiveness of her lectures. Evaluations were taken from her trainees and follow up interviews of participants were made at three and six month intervals. The training aspect of her preparation was thorough.

The lecture "Effective Use of Audio-Visuals" was one that the lecturer had delivered many times. The purpose of the lecture was to persuade her audience that visual aids are used in order to facilitate the retention rate of the audience. Visual aids should be evaluated from the audiences' perspective. Client companies that had employed this lecturer included United Airlines and IBM.

The lecturer prepared for each lecture in a variety of ways. First, there was the review of the content itself. Secondly, she conducted a pre-lecture analysis of the audience with the client contact person to determine expectations and organizational norms. Third, she prepared visuals that utilized client company name, products and logos. Fourth, she conducted a brief analysis at the beginning of the lecture to help structure the delivery of the content to meet the audiences' needs. Finally, realistic expectations were set in her mind. Audience members were not expected to totally change their presentation skills. It was hoped that they would improve the

use of the visuals at their current disposal and consider more effective use of other visuals in the future.

The lecturer reported that based on her information the client company would be sending managerial level trainees from all parts of the United States to the seminar. Their personal level of information on audio-visuals would vary from person to person, but within this particular firm the expectations were clear that a manager should already be an effective speaker.

The general area of training and development assigned to this lecturer was management development. Courses taught within this area included the communication processes, leadership, group problem solving, business communications and writing, counseling, time management and stress management.

Evaluators Ratings of the Lecturer, Message, Method and Overall Communication Process

The five evaluator groups ranked the lecturer on ten items describing communication characteristics. Rankings were made on a 5-point likert scale. Means and standard deviations were calculated for the five evaluator groups and for the total respondent group.

Five items received total group ratings of 4.00 or higher. They were "knowledge of the subject," "appearance," "spoke clearly," "showed an interest in the students" and "enthusiastic." "Knowledge of the subject" had an overall evaluator group mean of 4.61. The lowest ranked items were, "knew if students understood" and "humor." These rankings still fell between a "good" and "very good" rating.

The trainees rated the lecturer "very good" or better on all ten items. The top three rated items included, "knew the subject," "appearance" and "spoke clearly." Graduate students rated the lecturer at "very good" or higher on eight of the ten items. Their top three items included "knew the subject," "gave examples" and a tie between "showed interest" and "enthusiasm." The general adult group and the trainers ranked fewer items (3) at a "very good" level or better. The general adult group gave highest ratings to "spoke clearly," "knew the subject" and "gave examples." Trainers also gave top rankings to these three variables. College teachers rated the lecturer's "knowledge of the subject," "showed interest," "spoke clearly" and "enthusiasm" as top rated items.

Three items were consistently ranked lowest by the evaluator groups, although these rankings were in the "good" range generally or higher. They included "humor," "knew if students understood" and "stimulated my thinking." The graduate students and the general adult group ranked "sense of humor" lowest. Trainers chose "knew if students understood" while the trainees gave a "very good" rating to their lowest item, "stimulated my thinking." College teachers split their lowest evaluation between "knew if students understood" and "stimulated my thinking."

Overall group means were calculated based on the ratings of the ten items. On a 50-point rating scale the overall combined evaluator group mean on the lecturer variables was 40.14. Of the five evaluator groups, the trainees reported the highest group mean followed by the graduate students and college teachers. The lowest group mean was reported by the trainers evaluation group with an overall ranking of 36.53. Complete data is presented in rank order fashion in Table 7 for the lecturer characteristics.

Table 7

Rank Ordering of Evaluators Ratings of Lecturer Characteristics (N=80)

	Group											
	Total		Trainees		General Adult		Graduate Students		Trainers		College Teachers	
Characteristics	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Knew Subject	4.61	0.58	4.85	0.37	4.60	0.63	4.67	0.49	4.40	0.63	4.47	0.74
Appearance	4.44	0.89	4.80	0.41	3.80	0.78	4.33	0.72	3.53	1.13	4.07	0.80
Spoke Clearly	4.29	0.72	4.80	0.41	4.70	0.59	4.20	0.68	4.70	0.88	4.13	0.74
Showed Interest	4.15	0.86	4.50	0.69	3.87	0.99	4.27	0.80	3.73	0.88	4.29	0.83
Enthusiastic	4.00	0.75	4.40	0.60	3.80	0.68	4.27	0.70	3.53	0.74	4.13	0.74
Gave Examples	3.95	0.74	4.65	0.67	4.13	0.74	4.67	0.49	4.40	0.63	4.00	0.92
Increased Appreciation	3.95	0.82	4.30	0.57	3.87	0.74	4.20	0.78	3.40	0.63	3.79	1.05
Stimulated Thinking	3.76	0.84	4.00	0.65	3.67	0.82	4.00	0.76	3.67	0.72	3.40	1.12
Humor	3.45	1.02	4.20	0.89	2.80	0.94	3.40	0.91	3.13	0.99	3.53	0.92
Knew Students Understood	3.43	0.94	4.25	0.55	3.13	0.83	3.47	0.92	2.67	0.72	3.40	0.99
Lecture Rating-Scale of 50	40.14	5.83	44.75	3.63	37.73	5.05	41.47	5.08	36.53	4.94	38.67	6.58

The evaluator groups ranked the message in utilizing a five-point likert scale. Evaluators rated the message "organization," "clarity," "objectives," "summary" and "ability to inspire confidence in knowledge of the subject." Four of the five items received total group ratings at 4.00 or higher. They included "clarity," "organization," "confidence" and "objectives." "Summary was ranked close

to a 4.00 rating with a score of 3.91. The top ranked item by the evaluation groups combined was "message clarity."

The trainers rated the message at a 4.00 level or higher on all five items. The highest rated items were "clarity" and "organization." This was similar to the graduate students who rated "clarity" and "confidence" highest. The trainers rating of "clarity" and "organization" were both lower than the rating given by the trainees. The general adult and graduate student groups agreed the "clarity" and "confidence" were the highest rated items although they interchanged the first place position. College teachers agreed with the trainees and trainers rating "organization" and "clarity" as highest ranked items. "Message organization" received a high score of 4.60 by the college teachers. The five evaluator groups agreed as they ranked "summary" last as compared to the other five items.

Overall evaluator group means were calculated. The trainees and college teachers provided similar scores on their evaluation of the message with mean scores of 22.6 and 22.07 respectively on a 25.0 scale. They were followed by the general adult population and the graduate students. Lowest group ratings were reported among the trainers.

The combined evaluator group mean for all five groups on a 25-point scale was 21.20. Complete data presented in rank order fashion in Table 8 for the message characteristics.

Table 8

Rank Ordering of Evaluator Ratings of Lecture Message Characteristics (N=80)

	Group											
	Total		Trainees		General Adult		Graduate Students		Trainers		College Teachers	
Characteristics	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Clarity	4.46	0.66	4.80	0.41	4.20	0.78	4.47	0.64	4.33	0.82	4.47	0.52
Organization	4.44	0.69	4.75	0.44	4.13	0.83	4.40	0.63	4.20	0.86	4.60	0.50
Confidence	4.33	0.73	4.35	0.59	4.33	0.72	4.47	0.64	4.00	1.00	4.40	0.63
Objectives	4.06	0.88	4.50	0.61	4.00	0.76	3.87	1.06	3.53	0.99	4.33	0.72
Summary	3.91	0.86	4.20	0.69	3.53	0.83	3.73	1.03	3.67	0.90	4.27	0.59
Message Rating Scale of 25	21.20	3.09	22.60	1.79	20.20	3.34	20.93	3.34	19.73	3.83	22.07	2.34

Three items were used to measure the effects of the lecture method on the communication process. Evaluators gave an overall rating above 4.20 for two items; the appropriateness of the method to the subject and appropriateness of the method to the instructor.

The trainees chose "appropriate to instructor" and "appropriate to subject" as their top rated items with

only slight differences in mean scores. The general adult group gave highest ratings to "appropriate to subject" while graduate students rated "appropriate to instructor" slightly higher. Trainers and college teachers selected "appropriate to instructor" and "appropriate to method" as their top ranked items in a tie. "I enjoy listening to a lecture" was ranked lowest of the three items by all evaluator groups. The lowest ranking was in the "neutral" range and was reported by the general adult group.

On a 15-point total rating scale the combined evaluator group mean scores for the method characteristics was 12.22. Highest evaluator group mean scores were reported by the trainees, followed by graduate students, college teachers, general adults and the trainers. Complete data is presented in rank order fashion in Table 9 for the lecture method characteristics.

Table 9

Rank Ordering of Evaluator Ratings of Lecture Method Characteristics (N=80)

	Group											
	Total		Trainees		General Adult		Graduate Students		Trainers		College Teachers	
Characteristics	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Method Appropriate to Instructor	4.26	0.63	4.55	0.61	4.07	0.59	4.40	0.63	3.92	0.62	4.27	0.59
Method Appropriate to Subject	4.22	0.83	4.50	0.83	4.13	0.74	4.13	0.99	3.93	0.92	4.27	0.59
I Enjoy Lecture	3.72	0.85	3.65	0.99	3.47	0.64	4.00	1.00	3.71	0.75	3.87	0.83
Lecture Rating Scale of 15	12.11	1.78	12.70	2.06	11.67	1.45	12.53	2.03	11.57	1.28	12.40	1.72

Four summary statements were used to rate the overall effectiveness of the lecturer, message, method and entire communication process. Items were ranked on a five-point Likert scale for "exceptional," "very good," "good," "weak" and "improvement needed." No evaluator group mean ratings fell below a rating of "good." Many were in the "very good" to "exceptional" range.

The "lecturer" summary evaluation received the highest combined evaluator group rating followed by the "process," "message" and "method." The "lecturer" was given the highest group mean evaluation by all five of the evaluator

groups with the trainees reporting the highest group mean (4.09) and the trainers reporting the lowest (3.88).

The trainees reported lowest summary ratings on the "method." The general adult group concurred with the "method" and the "process." College teachers also ranked the "process" lowest by mean scores. Graduate students and trainers rated the "message" lowest of the four summary items. Complete data is presented in rank order fashion in Table 10 on the summary evaluation statements.

Table 10

Rank Ordering of Evaluator Ratings of Overall Lecturer, Message Method and Communication Process Variables (N=80)

	Group											
	Total		Trainees		General Adult		Graduate Students		Trainers		College Teachers	
Variables	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Lecturer	4.09	0.72	4.40	0.60	4.07	0.88	4.00	0.85	3.88	0.52	3.93	0.59
Process	3.81	0.70	4.25	0.55	3.67	0.72	4.00	0.76	3.53	0.52	3.53	0.74
Message	3.78	0.69	4.10	0.55	3.73	0.59	3.80	0.78	3.47	0.74	3.67	0.72
Method	3.72	0.79	3.90	0.72	3.67	0.98	4.00	0.77	3.21	0.70	3.80	0.68

Relationship Between Selected Socio-Demographic Variables and the Lecturer, Message and Method

The first research question focused upon the relationships that exist between variables associated with the lecturer, message and method and the personal socio-demographics of the evaluator groups. Relationships were understood in terms of differences between the groups due to the level of group data. Analysis included Pearson's product-moment correlation coefficient, one-way analysis of variance and Spearman's correlation coefficient.

Total evaluator group scores on the lecturer, message and method were correlated with age of the evaluators using Pearson's coefficient. The total evaluator group scores on the three variables were not significantly correlated with age of the evaluators. Table 11 presents the results of these correlations.

Table 11

Pearson Correlation Coefficients of Total Scores for Lecturer, Message and Method with Age of Evaluators (N=80)

Component	r
Lecturer	.04
Message	.15
Method	.16

One way analysis of variance was used to determine whether evaluator groups differed in their group mean ratings of the lecturer, method and message. Lecturer, message and method were combined to form a section one score that represented the combined effects of these three major variables. Comparisons were made by sex, age group, educational level, occupational group and marital status. The evaluator group means did not differ significantly when compared by sex, age group, educational level and marital status. Data concerning these variables are included in Appendix G. Race was not considered a

discriminating factor due to the homogeneity of the sample. Ninety-four percent of the total sample was white.

Significant differences were found among the five evaluator groups as they rated the lecturer, message and section one. Section one total scores were calculated combining the three variables; lecturer, message and method.

The lecturer total mean score when compared by evaluator group yeilded on F value of 7.49 with a probability of $p<0.0001$. A Scheffe' test was used to determine which groups differed significantly. At the 0.05 level, trainees rated the lecturer significantly higher than the trainers, general adult population and the college teachers. Significant differences were not found between the trainees and the graduate students rating of the lecturer. Table 12 provides complete data on the lecturer compared by evaluator group.

The evaluator groups rating of the message was tested and yeilded and F value of 2.82 with a probability of $p<0.03$. A follow-up test using the Scheffe' procedure did not identify significant differences between pairs within the groups. While trainees and trainers differed the most, the values only approached significance and

were not sufficiently high to be significant at the 0.05 level. Table 12 also summarizes the data on the message compared by evaluator group.

The total mean scores for the lecturer, message and method were combined to provide a section one score for each group. Groups were compared with an F value of 6.04 and a probability of $p<0.0003$ resulting. Scheffe' tests revealed significant differences on the section one rating among the groups. The trainees ratings were significantly higher than the ratings of the trainers and the general adult group. Trainees rated the entire section with a mean score of 80.05 of a possible 90 points. Trainers rated the combined three variables with a mean score of 67.06. Graduate students and college teachers provided close section one mean scores of 74.93 and 73.13 respectively. Table 12 summarizes the means and standard deviations of these groups.

Table 12

Comparison of Lecturer, Message, Method and Section One Total Scores by Evaluator Group (N=80)

Evaluator Group	Lecturer		Message		Method		Section One	
	M	SD	M	SD	M	SD	M	SD
Trainees	44.75*	3.63	22.60	1.79	12.70	2.05	80.05*	6.70
General Adult	37.73*	5.05	20.20	3.34	11.67	1.45	69.60*	8.94
Graduate Students	41.47	5.08	20.93	3.35	12.53	2.03	74.93	8.63
Trainers	36.53*	4.94	19.73	3.83	11.57	1.28	67.06*	9.19
College Teachers	38.67*	6.95	22.06	2.34	12.40	1.72	73.13	9.24

*p 0.05

Evaluator groups were arranged according to occupational group. Occupations fell naturally into six categories. One-way analysis of variance were computed to determine differences among the occupational groups rating of the lecturer, message, method and section one. Differences were found in relation to the lecturer and section one among the occupational groups but not the message or method.

In relation to the lecturer, an analysis of variance produced an F value of 3.73 with a probability of 0.0046. Follow-up tests contrasted the pairs of occupational groups and significant differences were found at the 0.05 level

between trainers and business management. Business management rated the lecturer significantly higher (43.14) than the trainers (36.30). While the mean for the science/ engineering group (43.80) was higher than the business management group, the small number of subjects (5) may have accounted for the lack of significant difference.

Significant differences between occupational groups were also determined in relation to the section one rankings. An F value of 3.09 with a probability of 0.0138 was determined. Follow-up procedures contrasting the groups again revealed the trainers section one mean score (66.46) was significantly lower than the ranking of the business management group (77.66). Once again, science/engineering raters exceeded the mean ratings of the business management group but were not reported as significant due to small group size. Results of the tests contrasting occupational groups on the major communication variables are reported in Table 13.

Table 13

Comparison of Lecturer, Message, Method and Section One Total Scores by Occupational Group (N=80)

	Lecturer		Message		Method		Section One	
Occupational Group	M	SD	M	SD	M	SD	M	SD
Trainer	36.30*	5.43	19.46	3.23	11.58	1.44	66.46*	9.82
Teacher	40.60	4.91	20.40	3.76	11.80	1.86	72.80	9.62
College Teacher	38.94	6.68	21.94	2.63	12.42	1.62	73.29	9.52
Professional	37.25	5.52	20.50	2.67	12.88	1.62	70.62	8.22
Business Management	43.14*	4.66	22.24	2.56	12.29	2.13	77.66*	8.21
Science and Engineering	43.80	3.96	22.20	0.84	13.20	1.30	79.20	5.76

*p 0.05

Spearman correlation coefficients were calculated for the lecturer, message, method and section one total scores with educational level. Educational level was considered an ordinal level variable because the categories represented increasing levels of educational achievement marked by attainment of diplomas and degrees. Therefore, the education grouping variables could be correlated with the rating scale responses in the summary section of the evaluation instrument which were also ordinal level data. There were no significant correlations with educational level (α=.05).

Relationship Between Lecturer Characteristics and the Communication Process

Research question two dealt with the nature of the relationship between lecturer audibility, general appearance, enthusiasm, attitude, knowledge, empathy and humor with the overall effectiveness of the communication process. Pearson correlation coefficients were calculated between the lecturer and the communication process. A high positive correlation of $r=0.75$ was calculated and was positively significant at the .001 level. This would indicate that as ratings of the lecturer increased, ratings of the entire communication process increased. Spearman correlation coefficients were calculated for each of the ten items related to the lecturer and the overall communication process. All ten items were positively significant at the .001 level. Results of these correlations are reported in Appendix H. Additional correlations between the lecturer and the message and the lecturer and the method proved to be positively significant at the .001 level. Table 14 summarizes the results of these correlations.

Table 14

Pearson Correlation Coefficients of Lecturer, Message, Method and Communication Process Scores (N=80)

	Lecturer	Message	Method	Communication
Lecturer	1.00	0.68*	0.46*	0.75*
Message		1.00	0.64*	0.72*
Method			1.00	0.66*
Communication Process				1.00

*Significant at the .001 level

Relationship Between Message Characteristics and the Communication Process

Research question three dealt with the relationship between message clarity, organization, statement of objectives, summary and the overall effectiveness of the communication process. Pearson correlation coefficients were calculated between the message variables and the communication process. A high positive relationship of r=0.72 was determined significant at the .001 level. This

would indicate that as ratings of the message increased the rating of the communication process also increased. Spearman correlation coefficients were calculated for each of the five items related to the message and the overall communication process. All five items were positively significant at the .001 level. Results of these correlations are reported in Appendix I. Additional correlations between the message and the lecturer and the message and the method were positively significant at the .001 level. Table 14 summarizes the results of these correlations.

Relationship Between Lecture Method Characteristics and the Communication Process

Research question four dealt with the relationship between method appropriateness, personal preferences and the overall effectiveness of the communication process. Pearson correlation coefficients were calculated between the method variables and the communication process. A high positive relationship of r=0.66 was calculated and was positively significant at the .001 level. This would indicate that as ratings of the method increased overall ratings of the communication process also increased. Spearmen correlation coefficients were calculated for each of the three items related to the method and the overall

communication process. All three items were positively significant at the .001 level. Results of these correlations are reported in Appendix J. Correlations between the method and message or lecturer have already been shown to be positively significant. Table 14 summarizes the results of these correlations.

Relationship Between Summary Evaluations of Lecturer, Message and Method with the Communication Process

Research question five was concerned with the relationships between the overall effectiveness of the lecturer, message, and method and the effectiveness of the communication process. Non-parametric correlational analysis using the Spearman procedure was used to compare the overall effectiveness of the lecturer, message and method with the overall rating of the communication process. All Spearman rho correlation coefficients were positively significant at the .001 level. Additional correlations between the message and the method, the lecturer and the method and the message and the lecturer also proved to be significant at the .001 level. These results indicate that as the overall rating of the method, message and lecturer increases, the rating of the communication process increases positively. The highest correlations were ($p=0.70$) noted

between the lecturer and the communication process and the message and the communication process (p=0.69). See Table 15 for a reporting of this data.

Table 15

Spearman Correlation Coefficients of the Overall Lecturer, Content and Method Ratings with the Overall Communication Process (N=80)

	Message	Method	Lecturer	Communication Process
Message	1.00	0.51*	0.56*	0.69*
Method		1.00	0.53*	0.64*
Lecturer			1.00	0.70*
Communication Process				1.00

*Significant at the .001 level

This study has investigated the relationships of the major communication variables as identified by the Berlo (1960) communications model with the overall communication process. The perceived effectiveness of the lecturer,

message and method have been evaluated by five audiences. A summary of the research questions, variables, statistical analysis and results are reported in Table 16.

Table 16

Summary of Research Questions

Research Question	Variables	Statistical Analysis	Results
1. Socio-demographics	Age	Pearson	No correlation
	Education Group	Spearman	No correlation
	Evaluator Group Sex Age Group Occupation Group	ANOVA Scheffe'	Occupational group and evaluation group showed significant differences
2. Lecturer/ Communication Process	Lecturer Section Two	Pearson	Positive Correlation
3. Message/ Communication Process	Message Section Two	Pearson	Positive Correlation
4. Channel/ Communication Process	Method Section Two	Pearson	Positive Correlation
5. Overall Ratings/ Communication Process	Lecturer, Content, Method, Communication Process	Spearman	Positive Correlation

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was an exploratory study concerned with evaluators' perceptions of the communication characteristics of adult learners in a training setting. Five groups of evaluators rated a video-tape of a lecturer on the major components of the communication process. Comparisons were made of the evaluator groups and the impact of the major communication variables on the overall communication process.

Summary

This study builds upon the recommendations of previous research. Oddi (1983) pointed out that research needed to focus on adult populations outside the college lecture hall. Verner and Dickenson (1967) suggested that researchers needed to clarify their definitions of the lecture. This study offered a simple definition of the lecture without including other instructional techniques such as group discussion. A review of research during the past twenty years indicated a shift from studying associative characteristics of the lecturer or the lecture methods and increased emphasis on comparative studies such as lecture

versus self-directed learning. This review indicated a continuing dependence upon the lecture for educating adults, especially in business training and development. It also provided exploratory information into the relationships of the lecturer and the communication process. It serves as one step in the study of associated characteristics of the lecturer in adult non-traditional learning environments.

The present study utilized a conceptual framework built upon, but not tied to past research. This conceptual framework utilized two dimensions of lecture research which had previously been used independently of one another -- adult versus pre-adult and associated versus comparative characteristics. The use of this two-dimensional framework enhanced the classification of studies dealing with the lecturer or the lecture method.

Conclusions

Research question one was concerned with the relationships existing between variables associated with the lecturer, message and method, and the personal socio-demographics of the evaluator groups. Ratings of the lecturer by evaluator group demonstrated a pattern that proved consistent throughout the study. The general ratings of the lecturer on individual variables and summary statements was within the "very good" range for the

trainees and graduate students in adult education. Ratings of the lecturer by the trainers and general adult samples were consistently lower. College teachers fell in the middle area of responses. This trend continued throughout the entire study. Trainees and graduate students had similar perceptions of the message, method, and overall summary statements. The trainers and the general adult population consistently ranked these variables lower. Ratings were often in the "good" range but did not approach the level of excellence as reported by the trainees and the graduate students in adult education.

When arranged by occupational group, two groups showed consistently higher evaluations of the lecturer and of Section One than did professional trainers. These groups included business management and science/engineering. The trainee evaluation group was primarily composed of people from business management and science. Significant differences were demonstrated in their evaluation of the lecturer as compared with trainers who were members of the Dallas Chapter of the American Society for Training and Development. Graduate students in adult education were catagorized occupationally as teachers and professionals. Their evaluations were similar to those of the trainees (business management). This study indicates that graduate students

in adult education are better able than practicing trainers to approximate business managements perceptions of a "very good" lecturer.

The second research question dealt with the relationship between the lecturer and the overall evaluation of the communication process. The positive impact of the lecturer on the communication process was clearly seen by the ratings of all five evaluator groups. This result is in agreement with Beecroft (1955) who found that the lecturer and his message were the keys to the effectiveness of the communication process. In their conclusion, Verner and Dickenson (1967) maintained that lecturers providing carefully constructed lectures with clarity and simplicity would rate highly in the eyes of the audience. Results of the present study indicate that their presuppositions were correct.

Lecturer enthusiasm, delivery, and awareness of the audience were variables that numerous researchers cited as positive contributions to the effectiveness of the lecturer (Andersen & Withrow, 1981; Spence, 1978). The rating of the lecturer within the "good" to "very good" range on all items related to the lecturer supports conclusions by past research.

Several studies concerned with the impact of content-oriented lecturers versus expressive lecturers indicated that students rated expressive lecturers high on delivery but content lecturers were rated high on information coverage (Abrami, Leventhal, & Perry, 1982; Ramagli, 1979). The present lecturer combined the characteristics of a content-oriented delivery with an expressive style. Results of this study show that the lecturer provided excellent content with a dynamic delivery.

Research question three dealt with the relationship between the message and the overall communication process. The positive impact of the message on the rating of the communication process was seen from the results of all evaluator groups. This is in agreement with results of previous research which emphasized the role of the message in the communication process (Ross & Cockburn, 1979; Broadwell, 1979; Laird, 1984). The ability of the lecturer to organize, to clarify, to inspire confidence, to state objectives, and to summarize were significant to the success of the total communication process.

The fourth research question dealt with the relationship between the method and the overall communication process. The positive impact of the method on the evaluators ratings of the communication was also clearly seen in this

study. Evidence from the present study indicates that the perceived effectiveness of the lecture method, as held by the audience, has a high positive effect on the communication process.

Research question five dealt with the relationship between the overall summary evaluations of the lecturer, message and method, and the ratings of the communication process. The present study indicates that the lecturer, message and method have a high positive effect on the overall perception of the communication process.

Evaluations of the summary statements showed a trend in group polarization with trainees and graduate students holding similar ratings as compared with the trainers and general adult group. This tendency was seen throughout the course of the study.

Conclusions based upon this study indicate that the lecturer, message and method, individually and collectively, have a high, positive impact on audience's perceptions of the effectiveness of the communication process. Audiences may differ as to the degree in which they rate excellent lecturers, messages, and the method but the value of these components to the communication process are clearly evident.

Recommendations

This study was an exploratory study in the area of adult lecture research. Several issues remain that serve as the basis for continued research.

1. Continued study is needed in testing the Berlo (1960) communication model in non-traditional adult education settings other than the training room environment. The Berlo model provides an effective construct with which one can study adult lecture research.

2. The conceptual framework suggested in this study should be considered as a beginning point for classifying research related to adult lecturing. The conceptual framework offers clear distinctions of adult versus pre-adult studies and associative versus comparative studies.

3. Research should focus on the impact of the individual components suggested in the model (lecturer, message, method) as they relate to the overall communication process. Individual variables within each component should be identified and added to the instrument in order to provide greater discrimination in future research.

4. Studies should be initiated utilizing path analysis to test the Berlo model in the typical training room setting. Path analysis would help establish causal connections and help clarify both theoretical and empirical relations.

5. Direct measurement of "communication effectiveness" in observing information transfer and the retention and application of the message should be investigated.

The similarity of business management and adult education graduate students as compared with the study's sample of trainers in business and industry is seen as an area of needed research in evaluating the communication process in training.

7. Follow-up task application of the skills learned in the actual training session should be conducted with the trainees to determine if lecturing is an appropriate method for teaching audio-visual presentation skills. Such follow-up is particularly important in studying business settings where productivity/performance are primary goals.

These recommendations are seen as appropriate steps to the improvement of the research methodology in the present study. Continual evaluation of the lecture method in various adult settings is seen as a valuable area for future research.

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APPENDIX A

QUALIFICATIONS FOR THE LECTURER

QUALIFICATION SHEET FOR LECTURER/TRAINER

1. Employed currently as a trainer.

2. Willing to participate in the study.

3. Will be conducting a training session in the Metroplex area that could be video-taped.

4. Will be the sole taped presentor during the seminar or will be a primary presentor allowing for adequate taping of the lecture.

5. Lecture as defined in this study will be the mode of instruction during the video-taping session.

6. The lecture presented will be one that is customary to that trainer based on his or her expertise.

7. Would be willing to complete the personal interview no more than three days prior to the delivery of the lecture.

APPENDIX B

LECTURER INTERVIEW FORM

LECTURER INTERVIEW FORM

Date: _____

Interviewer: _____

I. Social System/Culture:

1. Name:

2. Age:

3. Sex:

4. Race:

5. Please describe your educational background:

6. Please describe your professional background and career:

II. Communication Skills

1. How were you trained as a lecturer?

2. How long have you been lecturing?

3. How Many times have you delivered this lecture?

   When and Where?

4. How did you prepare to deliver this lecture?

5. Have you delivered a lecture to any of the audience members before?

   If so, what was the topic of the lecture(s)?

6. What is your purpose for delivering this lecture?

III. Attitudes

1. How would you describe yourself as a lecturer?

2. Do you enjoy lecturing on this topic?

3. How would you describe the overall audience knowledge of the content of the lecture you will be delivering?

4. Have you had any negative experiences lecturing on this topic?

IV. Knowledge Base

1. What specific educational or professional training qualifies you to lecture on this topic?

2. Will the audience be aware of your qualifications when you speak?

3. What other topics do you lecture on regularly?

APPENDIX C

INSTRUCTIONS TO TRAINEES

INSTRUCTIONS TO TRAINING ROOM AUDIENCE

Hello, my name is Don Hebbard and I am a graduate student at Texas Woman's University conducting doctoral research on the topic of lecturing. Some time ago I became interested in lecture as an effective communication process and determined additional study was needed in this area. Your participation in this study will provide vital information needed in the area of lecture communication research.

At this time I will be distributing an evaluation form.

(Distribute forms)

You will observe we are asking you to respond to several items by circling the appropriate response you feel best describes the lecture you have just heard. Please circle your response on the question booklet for each item listed. If you change an answer please erase completely.

At the conclusion of the form I have asked for some personal information. Please be sure to complete this section before checking over your entire form. All individual responses will be held confidential and only group data will be used in the publication of results.

You may turn your forms in to me when you are finished. I appreciate your help with this project. Are there any questions? Please turn to the first section of your evaluation booklet and begin.

APPENDIX D

CORRESPONDENCE TO EVALUATION GROUPS

TWU Texas Woman's University
P.O. Box 23029, Denton, Texas 76204 (817) 382-4913

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
COLLEGE OF EDUCATION

Date

Dear _____,

We are conducting graduate research through Texas Woman's University's College of Education. The results of this research will assist us in a better understanding of adult education.

Mr. Hebbard holds master's degrees in communications and marriage and family therapy from Abilene Christian University. Currently, he is the Director of the Family Center of the Metroplex, a marriage and family therapy center in Irving, Texas. During his doctoral program, a supervised internship was conducted through the Professional Education Division at Arthur Anderson and Company in Dallas. While participating in this internship we became interested in lecture as an effective communication process and determined additional study was needed in that area.

The purpose of our writing you is to request your participation in a research study of the lecture method. You have been selected based upon your experience in the college classroom. The results of this research will be incorporated in Mr. Hebbards's doctoral dissertation. Only group data will be reported and your anonymity will be protected.

The time commitment would be approximately one hour and would involve viewing a video-tape and responding to a few questions. Your input will provide us with vital information needed in this important area of research.

We will be calling you in a few days to visit with you about your participation in this study. Thank you for your time.

Sincerely,

Thomas A. Eaves, Ed. D
Chairman, Dissertation Committee

Don W. Hebbard M.S., M.MFT

TWU
Texas Woman's University
P.O. Box 23029, Denton, Texas 76204 (817) 382-4913

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
COLLEGE OF EDUCATION

Date

Dear _____,

We are conducting graduate research through Texas Woman's University's College of Education. The results of this research will assist us in a better understanding of adult education.

Mr. Hebbard holds master's degrees in communications and marriage and family therapy from Abilene Christian University. Currently, he is the Director of the Family Center of the Metroplex, a marriage and family therapy center in Irving, Texas. During his doctoral program, a supervised internship was conducted through the Professional Education Division at Arthur Anderson and Company in Dallas. While participating in this internship we became interested in lecture as an effective communication process and determined additional study was needed in that area.

The purpose of our writing you is to request your participation in a research study of the lecture method. You have been selected based upon your professional training and background in adult education in the business setting. The results of this research will be incorporated in Mr. Hebbard's doctoral dissertation. Only group data will be reported and your anonymity will be protected.

The time commitment would be approximately one hour and would involve viewing a video-tape and responding to a few questions. Your input will provide us with vital information needed in this important area of research.

We will be calling you in a few days to visit with you about your participation in this study. Thank you for your time.

Sincerely,

Thomas A. Eaves, Ed. D
Chairman, Dissertation Committee

Don W. Hebbard M.S., M.MFT

TWU Texas Woman's University
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The purpose of our writing you is to request your participation in a research study of the lecture method. You have been selected based upon your current studies in graduate Adult Education. The results of this research will be incorporated in Mr. Hebbard's doctoral dissertation. Only group data will be reported and your anonymity will be protected.

The time commitment would be approximately one hour and would involve viewing a video-tape and responding to a few questions. Your input will provide us with vital information needed in this important area of research.

We will be calling you in a few days to visit with you about your participation in this study. Thank you for your time.

Sincerely,

Thomas A. Eaves, Ed. D
Chairman, Dissertation Committee

Don W. Hebbard M.S., M.MFT

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COLLEGE OF EDUCATION

Date

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Mr. Hebbard holds master's degrees in communications and marriage and family therapy from Abilene Christian University. Currently, he is the Director of the Family Center of the Metroplex, a marriage and family therapy center in Irving, Texas. During his doctoral program, a supervised internship was conducted through the Professional Education Division at Arthur Anderson and Company in Dallas. While participating in this internship we became interested in lecture as an effective communication process and determined additional study was needed in that area.

The purpose of our wiriing you is to request your participation in a research study of the lecture method. You have been selected to represent other adults who might participate in an educational experience using the lecture method. The results of this research will be incorporated in Mr. Hebbard's doctoral dissertation. Only group data will be reported and your anonymity will be protected.

The time commitment would be approximately one hour and would involve viewing a video-tape and responding to a few questions. Your input will provide us with vital information needed in this important area of research.

We will be calling you in a few days to visit with you about your participation in this study. Thank you for your time.

Sincerely,

Thomas A. Eaves, Ed. D
Chairman, Dissertation Committee

Don W. Hebbard M.S., M.MFT

APPENDIX E

INSTRUCTIONS TO EVALUATORS OF THE LECTURE

INSTRUCTIONS TO EVALUATORS OF THE LECTURE

Evaluators: General Adult Population
College Professors
Trainers
Adult Education Students

Hello, my name is Don Hebbard and I am a gradute student at Texas Woman's University conducting doctoral research on the topic of lecturing. Some time ago I became interested in lecture as an effective communication process and determined additional study was needed in this area. Your participation in this study will provide vital information needed in the area of lecturer communication research.

In just a moment you will view a video tape of a lecture. Please listen to and watch the entire clip carefully. At the conclusion of the tape you will be given an evaluation form. You will be asked to evaluate the lecture you have just watched. We are interested in your honest and candid opinions. All individual responses will be held confidential and only group data will be used in the publication of results.

Please prepare now to watch the video-tape monitor.

(Play the video-tape)

At this time I will be distributing an evaluation form.

(Distribute forms)

You will observe we are asking you to respond to several items by circling the appropriate response you feel best describes the video-tape you have just seen. Please circle your response on the booklet for each item listed. If you change an answer, please erase completely.

At the conclusion of the form I have asked for some personal information. Please be sure to complete this section before checking over your entire form. All individual responses will be held confidential and only

group data will be used in the publication of results.

I appreciate your help with this project. Are there any questions? Please turn to the first section of your evaluation form and begin.

APPENDIX F

LECTURE EVALUATION FORM

SECTION I

PART A

DIRECTIONS: Below you will find a series of statements about the lecturer in the video-tape you just saw. Please read each statement carefully and respond to each using the following scale:

E - Exceptional
V - Very good
G - Good
W - Weak
I - Improvement needed

E V G W I 1. Spoke clearly (was audible).

E V G W I 2. Knew if students understood him.

E V G W I 3. Showed an interest in audience.

E V G W I 4. Increased appreciation for the subject.

E V G W I 5. Gave examples to explain complex ideas.

E V G W I 6. Knew the subject matter.

E V G W I 7. Had a good sense of humor.

E V G W I 8. Was enthusiastic about the lecture.

E V G W I 9. Stimulated my thinking.

E V G W I 10. General appearance and manner.

PART B

DIRECTIONS: Below you will find another series of statements concerned especially with the message of the lecture you have just heard. Please read each statement and respond to each using the following scale:

SA - I strongly agree with the statement
A - I agree with the statement
N-Neutral - I neither agree nor disagree
D - I disagree with the statement
SD - I strongly disagree with the statement

SA A N D SD 1. Subject matter was well organized.

SA A N D SD 2. Inspired confidence in his knowledge of the subject.

SA A N D SD 3. Subject matter was presented with clarity.

SA A N D SD 4. Stated objectives clearly.

SA A N D SD 5. Summarized the message appropriately.

PART C

DIRECTIONS: Below you will find a series of statements concerning the lecture method. Please read each statement carefully and respond to each using the following scale:

SA - I strongly agree with the statement
A - I agree with the statement
N-Neutral- I neither agree nor disagree
D - I disagree with the statement
SD - I strongly disagree with the statement

SA A N D SD 1. The lecture method was an appropriate method for teaching this subject.

SA A N D SD 2. The lecture method was an appropriate method for this instructor.

SA A N D SD 3. I enjoy listening to a lecture.

Note: From "The Doctor Fox" effect: A study of lecturer effectiveness and ratings of instruction by J. E. Ware, 1974, unpublished doctoral dissertation.

SECTION II

DIRECTIONS: Please respond to the following items as they relate to the entire communication process.

1. Please rate the overall effectiveness of the lecturer:

5	4	3	2	1
Exceptional	Very Good	Good	Weak	Improvement Needed

2. Please rate the overall effectiveness of the content:

5	4	3	2	1
Exceptional	Very Good	Good	Weak	Improvement Needed

3. Please rate the overall effectiveness of the lecture method:

5	4	3	2	1
Exceptional	Very Good	Good	Weak	Improvement Needed

4. Please rate the overall effectiveness of the entire communication process:

5	4	3	2	1
Exceptional	Very Good	Good	Weak	Improvement Needed

SECTION III

DIRECTIONS: So that we can see how your opinions compare with those of other people, we would like a few facts about you. These data will only be reported on a group basis.

1. What is your sex? _____

2. What is your age in years? _____

3. What race do you consider yourself?

White 1
Black 2
Asian 3
Other (specify) _____4

4. Please check the highest level of education you have obtained:

_____ Some High School Credit
_____ High School Diploma
_____ Some College Credit
_____ Associate Degree
_____ Baccalaureate Degree
_____ Some Graduate Credit
_____ Master's Degree
_____ Doctoral Degree
_____ Other-Please specify
_____

5. Are you now . . . (Circle one)

Married 1
Divorced 2
Widowed 3
Separated 4
Never Married 5

6. What kind of work have you designated as your chosen occupation?

Occupation: _____

Thank you for your participation in this study.

ID _____

APPENDIX G

LECTURER, MESSAGE, METHOD, AND SECTION ONE TOTAL SCORES COMPARED BY SEX, AGE GROUP, EDUCATION LEVEL, AND MARITAL STATUS

A Comparison of Lecturer, Message, Method and Section One Total Scores According to Respondent Sex

(N=80)

	Lecturer		Message		Method		Section One	
Sex	M	SD	M	SD	M	SD	M	SD
Male	40.74	5.84	21.43	2.83	12.19	1.89	73.82	9.42
Female	39.72	5.87	20.92	3.40	12.25	1.66	72.89	9.71

A Comparison of Lecturer, Message, Method and Section One Total Scores According to Respondent Age Group

(N=80)

	Lecturer		Message		Method		Section One	
Age	M	SD	M	SD	M	SD	M	SD
Less than 30	39.22	6.98	20.28	4.43	12.17	2.04	71.67	12.70
30-44	40.42	5.68	21.42	2.62	12.15	1.56	73.98	8.59
45 and Over	40.36	4.94	21.64	2.44	12.54	2.26	73.64	8.12

A Comparison of Lecturer, Message, Method and Section One Total Scores According to Respondent Educational Level

(N=80)

Education Level	Lecturer M	Lecturer SD	Message M	Message SD	Method M	Method SD	Section One M	Section One SD
High School Diploma College Credit	40.60	7.77	21.20	4.15	12.20	0.84	74.00	12.40
Associate or Bachelors Degree	39.44	6.24	20.83	3.50	11.83	2.23	72.11	10.63
Graduate Credit or Masters Degree	40.26	5.79	21.00	3.05	12.31	1.83	73.28	9.55
Doctorate Degree	40.50	5.24	22.29	2.27	12.43	1.22	75.21	7.32

A Comparison of Lecturer, Message, Method and Section One Total Scores According to Respondent Marital Status

(N=80)

	Lecturer		Message		Method		Section One	
Marital Status	M	SD	M	SD	M	SD	M	SD
Married	39.79	5.67	21.30	2.68	12.11	1.65	73.19	8.52
Divorced	41.60	4.33	22.50	1.35	13.20	1.55	77.30	5.50
Separated	48.00	0.00	25.00	0.00	13.00	0.00	86.00	0.00
Never Married	39.92	7.40	19.46	4.77	11.83	2.41	70.31	14.23

APPENDIX H

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC LECTURER CHARACTERISTICS AND THE OVERALL RATING OF THE LECTURER

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC LECTURER CHARACTERISTICS AND THE OVERALL RATING OF THE LECTURER

	Overall Lecturer Rating
Spoke Clearly	.55*
Knew Students Understood	.51*
Showed Interest	.45*
Increased Appreciation	.53*
Gave Examples	.43*
Knew Subject	.41*
Sense of Humor	.41*
Enthusiastic	.60*
Stimulated Thinking	.47*
Appearance	.50*

*Significant at the .001 level

APPENDIX I

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC MESSAGE CHARACTERISTICS AND THE OVERALL RATING OF THE MESSAGE

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC MESSAGE CHARACTERISTICS AND THE OVERALL RATING OF THE MESSAGE

	Overall Message Rating
Subject Matter Organized	.49*
Inspired Confidence	.46*
Subject Clarity	.46*
Clear Objectives	.46*
Summarized Message	.44*

*Significant at the .001 level

APPENDIX J

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC METHOD CHARACTERISTICS AND THE OVERALL RATING OF THE LECTURE METHOD

SPEARMAN CORRELATION COEFFICIENTS OF SPECIFIC METHOD CHARACTERISTICS AND THE OVERALL RATING OF THE LECTURE METHOD

	Overall Method Rating
Method Appropriate to Subject	.54*
Method Appropriate to Instructor	.44*
I Enjoy Lecture	.30*

*Significant at the .001 level