

A STUDY ON HOW SPATIAL PREFERENCES
RELATE TO THE PERCEIVED INTERPERSONAL RELATIONSHIP
OF MEMBERS WITHIN AN ORGANIZATION

In Partial Fulfillment of the Course
Organizational Communication 199.1
(Communication Research)

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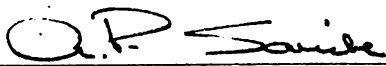
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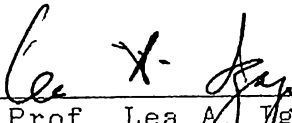
This thesis entitled "A study on how spatial preferences relate to the perceived interpersonal relationship of members within an organization" presented by Neil D. Ricafrente in partial fulfillment of the requirements for the degree of Bachelor of Arts in ORGANIZATIONAL COMMUNICATION is hereby accepted.



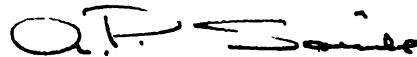
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TO ALL THE GIRLS I'VE LOVED BEFORE.....

.....MAY THEY NEVER MEET

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ABSTRACT

The present study examined the spatial preferences and the spatial relationships within an organization. It aimed to describe the effects of the respondents spatial preferences on their perceived interpersonal relationships with the superior, subordinate and within the organization itself. The spatial preferences referred to here are the distance, sociofugal-sociopetal orientation, kinesthetic factors, visual contact and seating arrangement maintained by members of an organization. The study also determined to describe how the demographic characteristics of the respondent affect spatial preferences among members of an organization.

The study was based on the framework that in order for an organization to function smoothly, interpersonal relationships should be established and enhanced. And one way of laying the groundwork for good interpersonal relationship is through the maintainance of acceptable spatial preferences.

The respondents in the study were taken from the three academic divisions of the College of Arts and Sciences, University of the Philippines, Manila. A total of thirty six respondents were subjected to this study.

The instrument used was a questionnaire which was divided into two parts: the first part focused on the spatial preferences of the respondents and the second part focused on the perceived interpersonal relationships among members of the division.

A descriptive approach was used to determine the effect of spatial preferences on interpersonal relationship and vice versa. The presentation of data was aided by tables of responses.

The results gathered showed varying distances were maintained by the respondents when communicating with different types of people in the division. Noteworthy were the closer distance maintained by the respondents when communicating with subordinates than with superiors. Similarly, younger co-faculty members were given smaller spaces during interactions than older co-faculty members. Female to female interactions were also described to be closer than male to male or mixed-gender interactions. Distance also varies when the respondent is going to praise or going to criticize the work of another person.

The data collected in this study did not concur with Edward T. Hall's distance for impersonal discussions because the respondents preferred a much closer distance.

The results gathered with regards to the sociofugal-sociopetal orientation of discussants are not characterize by marked differences unlike distance. A majority of the respondents preferred the parallel, face to face orientation irregardless of the topic and the person he is discussing with.

The intervening factor (sex, age and status) played a role

in determining the outcome of the likelihood for physical contact between the respondent and the other person. The respondents are more likely to get into physical contact with the subordinates than with the superior. The preferred distance for this interactions were also indicated to be very close.

With regards to the visual contact that the respondents establish when communicating, it was gathered that the sharp and focused visual contact was preferred. This preference is irregardless of the communicative situation.

Then with regards to seating arrangements, expected outcomes in three out of four communicative situations were validated. The respondents preferred seats in the center of the table rather than the corner seats closer to the superior, this finding are contrary to the expected outcome. On the other hand, the respondents preferred to sit closer to the subordinates in a side by side arrangement. The respondent kept distant from seats marked as occupied by hostile persons. In addition, the respondent chose seats closer to them in a side by side arrangement as the seats of person which they are most likely to interact with.

In relation to the difference in spatial preferences are the difference in perceived interpersonal relationship in the division. It was gathered that generally most respondents characterize their superior as a strong, decisive and firm individual. In the same manner, the respondents characterize their subordinates as compliant and hardworking individuals. These perceptions accounts for the difference in spatial

preferences between the respondent with the superior and the subordinate. In addition to the difference in perceived interpersonal relationship with the superior and the subordinate are the differences in: how the division treats the individual; the basis of task assignment in the division; why work in the division is performed; and why people in the division work together.

From the data gathered, it can be concluded that spatial preferences affect the perceived interpersonal relationships in an organization and vice versa. Since spatial preferences are manifestations of the non-verbal communication then it can be said that in order to improve interpersonal relationships in an organization, the non-verbal aspect of communication that transpires should be taken into consideration.

A STUDY ON HOW SPATIAL PREFERENCES
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C H A P T E R I
I N T R O D U C T I O N

Understanding how different interpersonal relationships affect the way people in organizations utilize and maintain space, is an important component of non-verbal communication. Although the verbal exchange of ideas in an organization is an important function that needs much attention, its non-verbal aspect also directly contributes to the over-all effect of the message.

It had been observed that people feel uncomfortable when they talk to others who either stand too close or too far away. Basically, people have this imaginary shell likened to an invisible soap bubble. Different individuals have different degrees of letting others enter into these imaginary spheres. The permeability of another person breaking into the individual's invisible soap bubble is determined by their degree of acquaintance and intimacy. Moreover, there are set rules in society which are intrinsic parts of culture that determine the extent up to which strangers are allowed to penetrate.

The same scenario is true for organizations, there are set

regulations as to how things should be done as well as how interpersonal relationships should be maintained. Consequently, interpersonal relationships are reflected in the space that people maintain between them.

Knowing how to behave in a particular organization can be advantageous to an individual who has just joined and is still in the process of gaining acceptance. This stage is considered critical because the individual needs to adjust in order to conform and consequently to belong in the organization. The individual's knowledge of the organization's subculture will help him greatly in adjusting particularly in the manner he conducts himself when communicating with his colleagues. As important as his manner of addressing them properly or the topics of interests which he shares with his new found colleagues, is the respect for the invisible soap bubble that he might intrude. Ignorance or unsensitivity on his part in considering the spatial territories of his colleagues may mean indifference which can lead to a hostile working relationship later on.

The same instance can occur if an ~~ins~~ensitive manager is infused into the organization. His lack of knowledge as to how things should be done in that particular organization will be compounded by his disregard of the prevalent organizational subculture. The manner by which he attempts to manage the organization will be jeopardized by his wrong actions and decisions. With regards to interpersonal relationships, the manager's disregard for the spatial relationships that should be respected in that particular organization will prove negatively

in his tenure. Moreover, his effectiveness to institute change will not find much success if he is not accepted by his subordinates.

A. Statement of the Problem

How do spatial relationships affect the interpersonal relationships among people in organizations.

B. Goal and Specific Objectives

To determine the effects of the spatial relationships that people maintain to the perceived interpersonal relationships in organizations.

1. To identify the perceived interpersonal relationships in the three academic divisions of the College of Arts and Sciences, University of the Philippines, Manila.

2. To measure the distances that people in these three divisions consider as comfortable for communicative interactions.

3. To determine the sociofugal and sociopetal orientation that people in these divisions maintain during interpersonal exchange of ideas.

4. To determine the visual contact that people in these three divisions maintain in the course of their interpersonal interaction.

5. To determine the kinesthetic factors that people in the three divisions consider when they engage in interpersonal communication.

6. To determine whether the seating arrangements are also affected by the interpersonal relationships in the organization.

C. Assumptions of the study

The following are the assumptions of the study:

1. The spatial relationships which people maintain influence interpersonal relationships in organizations.

2. The demographic characteristics of the respondents affect their spatial preferences.

a. status affect the space that people employ

a.1. people of equal status will generally maintain a closer distance between themselves than with people of unequal status.

a.2. people stand farther from authority figures

b. the purpose or subject matter of the communicative interaction will also influence the amount of space that people employ

c. sex differences affect the space that people employ

c.1 women stand closer to one another than men

c.2 opposite sex pairs stand farthest apart

c.3 women are more likely to touch each other than men

- c.4 unacquainted opposite sex pairs rarely touch
- d. age differences affect the space that people employ
 - d.1 children or the younger generation stand closer to each other than adults
- e. social perception affect the space that people employ
 - e.1 people stand farther from enemies than from friends
 - e.2 people maintain distance between them and people they evaluate negatively
- f. Regarding seat preferences:
 - f.1 leaders prefer to occupy the head of a table with his followers grouped around them
 - f.2 women tend to sit closer to one another than men
 - f.3 people prefer sitting across from one another although at some angle

D. Scope and Limitation.

This comparative study focused on a non-verbal aspect of communication--space. Spatial relationships were going to be compared in the three divisions namely: Humanities, Social Sciences and Natural Sciences and Mathematics of the College of Arts and Sciences, University of the Philippines, Manila. The subjects included in this study were the faculty members of the

three divisions who were randomly chosen. Because of the limited time allotted for the study, the researcher was constrained from undertaking a direct observation of the subjects.

E. Significance of the study

This study would seem to have relevance in the field of Organizational Communication particularly in one of its neglected areas--the significance of space in interpersonal relationships. Results of this study will be helpful in better understanding human behavior in organizations with a specific regard on the interpersonal relationship which he maintains with the people around him.

F. Definition of terms .

1. Kinesthetic factors - refers to the closeness of two persons involved in communication and the potential that exists for holding, grasping or touching each other.

2. Proxemics - is the study of how individuals use space in order to communicate.

3. Sociofugal orientation - refers to the physical directness of communication, specifies the relationship of one person's shoulder to the other person's shoulder. This type of orientation keeps the people apart. An example would be a railway waiting room notice how the seats are arranged.

4. Sociopetal orientation - refers to the physical directness of communication, specifies the relationship of one

person's shoulder to the other person's shoulder. This type of orientation brings the people together. An example would be tables of French sidewalk cafes.

5. Subordinate - refers to the person under the power or authority of another, placed below another in rank, position, or importance. In this study, they are the staff in the different academic divisions.

6. Superior - refers to the person in authority with a subordinate working for him. In this study, they are the division chairpersons.

CHAPTER II

CONCEPTUAL FRAMEWORK

According to Barlund (1975) interpersonal relationships means the day to day relationship a person has with anybody next to him. Interpersonal relationship is more often than not manifested through interpersonal communication. Whether the communication may be verbal or non-verbal does not seem to matter, because even without words, and with only of the briefest of glances, relationship is either strengthened or reduced. In an office situation, interpersonal communication is usually taken to mean the non-work related topics two staff members may talk about. Personnel in organizations are almost always encouraged to develop interpersonal relationships with their colleagues so as to lay the framework for a healthy and a positive work relationship in the office.

It was mentioned earlier that interpersonal relationship manifests itself through interpersonal communication. It is evident according to Tubbs and Moss (1983) that communication is needed to promote and attain good interpersonal relationship; also according to them three criteria for interpersonal communication should be met in order to attain good interpersonal relationships. The first criteria is that all parties must be in close proximity. No interpersonal communication occurs if both parties are more than twelve feet away from each other. The communicators must maintain either intimate, personal or social

distance between each other. The second criteria is that all parties must send and receive messages. Interpersonal communication flourishes because both parties participate in the communicative situation. Both communicators are interested in what is going on between them. Hence, interpersonal communication takes place. The third and last criteria is that all messages sent must include both verbal and non-verbal stimuli. This is so because both stimuli encourages responses from the other so that communication goes on and does not stop with the sender of the message. Furthermore, both verbal and non-verbal stimuli complement each other in highlighting or toning down the effect.

There are numerous non-verbal factors which may affect good interpersonal relationships in organizations. And one of them is space and how it is maintain by members of organization.

Distance. Distance between individuals seems to have its greatest impact on the development of interpersonal relationships. Individuals who use mutually preferred interaction distances facilitate the development of satisfying interpersonal relationships. On the other hand, increasing the distance between communicators is not usually the solution for establishing a comfortable distance for communication. In fact distancing oneself from the other communicator will probably create a negative impression and may eventually destroy interpersonal trust.

So that it is very important that communicators are aware of the different spatial cues which should be given due consideration in order to avoid untoward conflicts which may arise as a result of ones ignorance. The following spatial dimensions

presented in this study can be considered by communicators as helpful tools in determining the proper spatial relationship to maintain in the different communicative situations.

Spatial changes such as the variation of distance between people who are discussing a business proposition as suppose to a manager reprimanding a subordinate give a tone to the communicative situation and at times even override the spoken word. The flow and shift of distance between people as they interact with each other is part and parcel of the whole communication process. The normal conversation distance of strangers as compared to intimate friends illustrates the importance of the dynamics of space interaction. The distance that people maintain however varies from culture to culture.

Sociofugal-sociopetal orientation. The way a person orients his body when talking to another person is also an indication of their interpersonal relationship. It refers to the physical directness of the communicative situation and it specifies the relationship of the person's shoulder to the other person's shoulder when they communicate. The saying "talking behind my back" is literally manifested by people who show a total disregard for the person they are addressing. This is so because, communicators would like to see each other when they interact. Thus it is but normal that communicators are not strained in maintaining a face to face situation with the other party.

Kinesthetic factors. It refers to the physical closeness of two persons involved in the communicative situation and the potential that exists for the holding, touching, or grasping of

each other. Again culture plays a part as to what extent it is allowable for communicators to come into contact with one another as they communicate.

Visual contact. Related to the sociofugal and sociopetal orientation of communicators is the visual contact that they establish when they interact. Naturally, messages are reinforced if visual contact between the two parties is established and sustained in the course of the interaction. Nonetheless some situations consider it an invasion of ones privacy if strangers give a cold stare.

Seating arrangements. The choice of seat which interactants in an organization prefer during a communicative situation such as a meeting implies a lot of things about the interpersonal relationship existing in that particular entity. Leadership is manifested in how people would situate themselves around a table. Similarly, interactants who would most likely contribute to the communicative situation will prefer strategic seating positions in order to be involved in any exchange of ideas. The choice of seat may also indicate the kind of interpersonal relationship which is existing among interactants.

According to Leathers (1986), successful interpersonal communication requires that we be sensitive to the spatial cues of those with whom we communicate. The fact is that, we must always remember that nationality, race, age, sex and culture may all be determinants of preferred spatial cues.

| INDEPENDENT----- | INTERVENING----- | DEPENDENT----- |
|---|------------------|--------------------------------|
| VARIABLE | VARIABLE | VARIABLE |
| spatial relation- ship as a function of non-verbal communication | demograph | inter-personal relationship |

figure 1. Independent-Intervening-Dependent variable representation of the study.

The spatial relationships in this study was measured by determining: the distance that members of an organization maintain when they interact, the sociofugal-sociopetal orientation of their interaction, the kinesthetic factors involved in the said interaction, the visual contact that interactants establish and the seating arrangement the interactants prefer. On the other hand, interpersonal relationship within the workplace is described by determining: superior-respondent relationship, subordinate-respondent relationship and the over-all characteristics of interpersonal relationship in the organization as described by the respondent. The intervening factors were also taken into account. Demographic characteristics of the respondents were measured in the following categories: age, sex, income, educational attainment, and academic rank and step.

CHAPTER III

Review of Related Literature

Although the study of space and interpersonal relationships is a neglected area of concern, several studies have been done both here and abroad. Many experts in the fields of speech, sociology and psychology have undertaken studies on this complex subject matter.

Studies on Space Perception

Hall (1959) stated that in order to understand man, one must know something of the nature of his receptor systems and how the information received from these receptors is modified by culture. Man's sensory apparatus can be roughly classified into two categories:

The distance receptors- those concerned with the examination of distant objects--the eyes, the ears and the nose.

The immediate receptors- those used to examine the world in a closer context--the sense of touch, the sensations we receive from the skin, membranes and muscles.

It is but proper to discuss the complexities and the perplexities of these sensory apparatus in order to know more of its limitations. Consequently, our knowledge of the limitations will prevent us from concluding prematurely in the course of this study.

With regards to the eyes and the ears, the amount of information gathered by the eyes as compared with the ears has not been precisely calculated. However, the scientists compared the size of the nerves connecting the eyes and the ears to the centers of the brain and since the optic nerves of the eyes contain roughly eighteen times as many neurons as the cochlear nerves of the ears, they assume it transmits at least as much information. Not only is there a great difference in the amount and type of information that the two receptor systems can process; but also in the amount of space that can be probed effectively by these two receptor systems. A sound barrier at a distance of a quarter mile is hardly detectable. However, this would not be true of a high wall or screen that shuts out our view. Visual space, therefore, has an entirely different character than auditory space. Visual information tends to be less ambiguous and more focused than auditory information. A major exception is the hearing of a blind person who learns to selectively attend the higher audio frequency which enables him to locate objects in a room.

Moreover, olfactory senses among humans are underdeveloped. The extensive use of deodorants and suppression of odors in public places results in a land of olfactory blandness and sameness of scents that would be very difficult to duplicate. Thus olfaction is also ruled out as a very effective and objective measure of distance.

What we are trying to drive to at this point is that visual receptors particularly the eyes are less limited than auditory

receptors. And as such in an attempt to measure distances, this study will rely on the parameters which can be easily grasped by the visual receptors. Thus, subjects in this study will be more compelled to use their eyes rather than their ears in trying to accomplish the survey questionnaires.

Furthermore, Hall (1966) pointed out three proxemic manifestations namely: infra-cultural (which is behavioral and is rooted in man's biological past), pre-cultural (which is physiological in nature and is very much in the present), and micro-cultural (which is the basis for most of the proxemic observations made). Proxemics being a manifestation of microculture has three aspects: fixed feature, semi-fixed feature and informal space.

Fixed feature space is one of the basic ways of organizing the activities of individuals and groups. It includes material manifestations as well as the hidden, internalized designs that govern behavior as man moves about on this earth. Buildings are one concrete expression of fixed feature patterns. The lay-out of villages, towns, cities and the intervening countryside is not haphazard nor accidental but it follows a plan which changes with time and culture.

Even the interior of the western house is organized spatially. There are rooms for special functions--food preparation, eating, entertaining and socializing, rest, recuperation and procreation. This is so because, man's feelings about being properly oriented in space runs deep. Such knowledge is ultimately linked to survival and sanity. To be

disoriented in space is to be psychotic. An example is that people brought up on either the French radiating stem or the Roman grid have difficulty in a place like Japan where the entire fixed feature pattern is basically and radically different.

Some aspects of fixed feature space are not visible until one observes human behavior. A common shortcoming of architects is that they are traditionally preoccupied with the visual patterns of structure-- what one sees. They are almost totally unaware of the fact that people carry around with them internalizations of fixed feature space learned early in life.

The important point about fixed feature space is that it is the world in which a great deal of behavior is cast. It was this feature of space that the late Sir Winston Churchill referred to when he said: "We shape our buildings and they shape us".

Osmund (1965) conducted a study in a large health and research center in Canada. From these he concluded three things which he even added as not universally applicable. First, that across the corner at right angles which transpire while seated beside a table is conducive only for: conversations of certain types, between persons in certain relationships and in very restricted cultural settings. Secondly, what is sociofugal in one culture may be sociopetal in another. Thirdly, sociofugal space is not necessarily bad nor is sociopetal universally good. What is desirable is flexibility and congruence between design and function so that there is a variety of spaces and people can be involved or not as the occasion and mood demand. The main point in the experiment is its demonstration that the structuring

of semi fixed feature space have a profound effect on behavior and that this effect is measurable.

It should be noted that what is fixed feature space in one culture may be semi fixed feature in another and vice versa.

Hall (1959) points out that although a lot of experiments teach us unconsciously that space communicates. Yet this fact would probably never have been brought to the level of consciousness if it had not been realized that space is organized differently in each culture. The associations and feelings that are released in a member of one culture almost invariably differ in the next. When we say that some foreigners are "pushy", all that this means is that their handling of space releases this association in our minds.

What gets overlooked by us is that the response is there in toto and has been there all along. There is no point in well meaning people feeling guilty because they get angry when foreigners present them with a spatial cue that releases anger or aggression. The main thing is to know what is happening and try to find out which one was responsible. The next step is to discover, if possible, whether the person really intruded to release the particular feeling or whether he intruded to engender a different reaction.

However, uncovering the specific cues in a foreign culture is a painstaking and laborious process. Usually it is easier for the newcomer to listen to the observations of old timers and then test these observations against his own experience.

On the topic of distance as a function of informal space, it

is divided into four namely: intimate, personal, social and public distance.

Intimate distance is further divided into two phases: close and far. The close phase is six inches or closer, this distance has the highest possibility of physical involvement. Vocalization at this phase is limited to whispers and it plays a very minor part in the communication process. Topics discussed here are classified as highly sensitive or very personal. Visual distortion is very much present to the point that the other person's face is irrecoznizable.

The far phase of intimate distance, on the other hand, is from six inches to eighteen inches, there is still a slight possibility for physical contact because hands can reach and grasp extremities. At this distance, vocalization is normally held at a very low level or even whispers. Visual distortion is in the form of exaggerated facial features.

Personal distance is also divided into two phases: the close phase or eighteen inches to thirty inches and the far phase or thirty inches to forty eight inches. The personal distance may be thought of as a small protective sphere or bubble that an organism maintains between itself and others. The close phase of the personal distance provides possibilities wherein each participant in the communicative situation can do something with the other by using his extremities. At this distance, one can hold or grasp the other person. Visual distortion of the other person's feature is no longer apparent. The close phase of the personal distance is reserved for people with "close

relationships". Another way of describing the far phase of the personal distance is the phrase--"keeping someone at arm's length". This is so because it extends from a point where communicators can easily touch each other to a point where an effort should be exerted in order for them to touch. Subjects of personal interest and involvement can be discussed at this distance. The details of the other person's facial features are clearly visible. Stains on the teeth, specs on the cheeks, small dirt on the clothing are also noticeable to the other person.

Social distance is also divided into two phases: the close phase or from four to seven feet apart and the far phase or from seven to twelve feet apart. At the close phase of social distance, most impersonal business are said to occur. Generally, people who work together tend to use the close phase of the social distance. On the other hand, the far phase of the social distance is adequate for a formal business or social discourse. At this phase, the finest details of the face are lost. Unlike the aforementioned distances, at this phase it is necessary to shift the eyes in order for the other communicator to view the whole face. This distance makes it possible for them to continue to work in the presence of another person without appearing to be rude because this distance insulates and separates people from one another.

Public distance is also divided into two phases: the close phase or twelve to twenty five feet and the far phase or twenty five feet or more. At this distance interpersonal interaction is no longer possible.

Studies on space and difference in culture

Different cultures use space differently. Try to focus your attention on the way a child learns about space, let us turn to his conception of a road. At first a road is whatever he happens to be driving on. This doesn't mean that he can't tell when you take a wrong turn. He can, and often will even correct your mistake. It only means that he has not yet broken down the road into components and that he makes the distinction between this road and that road in just the same way that he learns to distinguish between the phoneme d and the phoneme b in its initial position in the spoken language.

Whenever a member of culture A moves overseas, he suffers from a condition known as "culture shock". Culture shock is simply a removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues which are strange. A good deal of what occurs in the organization and use of space provides important leads as to the specific cues responsible for culture shock.

In the United States, it is part of an overt office pattern to take a given amount of space and divide it equally. When a new person is added in an office, almost everyone will move his desk so that the newcomer will have his share of the space. This adjustment is automatic. This is so because given a large enough room, the Americans will distribute themselves around the walls leaving the center open for group activities such as conferences. That is, the center belongs to the group and is often marked off by a table or some object placed there both to be used and to

save the space. When lacking a conference table, members will move their chairs away from their desks to form a huddle in the middle.

The French, by contrast, do not make way for each other in the unspoken, taken for granted way that Americans do. French people do not divide up the space with a new colleague. Instead they may grudgingly give him a small desk in a dark corner facing a blank wall. Thus "not to make a place" accents status difference in a French office setting. In French offices, the key figure is the man in the middle who has his fingers in everything so that all runs smoothly. There is a centralized control. In fact, the French educational system runs from the middle, so that all students all over France take the same class at the same time.

Depending upon the culture in question, the formal patterning of space can take on varying degrees of importance and complexity. The Americans concept of space makes use of the edges of things. If there aren't any edges, they make them by creating artificial lines. Space in American culture is treated in terms of a co-ordinate system. In contrast, Japanese and many other cultures work within the areas as supposed to the co-ordinate system. They make "space" and distinguish between one space and the next parts of a space. A technical pattern which may have grown out of an informal base is that of positional value or ranking. We have cannonized the idea of positional value in every aspect of our life.

In addition to this, the American pattern emphasizes

equality and standardization of the segments which are used for measuring space or into which are used for measuring space or into which space is divided, be it a city or a suburban subdivision.

Japan, too, has a passion for uniformity, though it is somewhat different from America. All mats (tatami) on the floors of Japanese homes and all windows, doors, and panels are usually in identical dimensions in a given district. In newspaper advertisements of homes for sale or for rent the dimensions are usually given in terms of the number of mats of a specific area. Despite this example of uniformity, the Japanese differs from Americans in a way which can have considerable economic results.

Spatial changes give a tone to communicative situations. It accentuates it, and at times even override the spoken word. The flow and shift of distance between people as they interact with each other is part and parcel of the communication process. The normal conversational distance between strangers illustrates the importance of the dynamics of space interaction. If a person gets too close, the reaction is instantaneous and automatic --the other person backs up.

One thing that confuses most people and gets in the way of understanding cultural differences is that there are times in our culture when people are either distant in their use of space. Thus, people simply associate the foreign with the familiar; namely those people who have acted in such a way that an

attention was drawn to their actions. The error is in jumping into conclusion that the foreigner feels the same way the person does even though his overt acts are identical.

A classical example of strict adherence to the use of space is in military establishments. Instructions for reporting to a superior officer were that the junior officer was to proceed up to a point three paces in front of the officer's desk, stop, salute and state his rank and business.

Studies in space and small group discussion

Steinzer (1949) conducted studies on spatial factors in face to face group discussion. The main hypothesis of the study is that the seating arrangements of individuals in a face to face group might be obtained and examined for the possibility that people seating in a position which allows them to observe more of each other's behavior will follow one another in verbal behavior more often than people whose view of each other is limited due to the fact that they sit closer together.

The results of his study reveal that in a small group seated in a circle, the greater the seating distance between two people, the greater the chance they will not follow one another verbally. Furthermore, Steinzer found that the average seating distances where the observer's degree of interaction is significantly greater than expected by chance, with a mean value of 3.6. A mean value of 1.2 is found for those seating distances where the expected frequency is greater than what actually occurs. These results are in the direction predicted by the hypothesis.

The relationship found in this study is explained as being due to the greater physical and expressive stimulus value a member of a group has for the others the more nearly opposite he sits from one in a circle. These results conform to the belief that individuals partaking in a discussion respond to other characteristics of an individual other than the mere content of his remarks. Steinzor added that if the results found in this study are confirmed by further investigations of other small group discussions certain implications are apparent for leadership of such groups. Assuming for the moment that a high level of interaction and a greater extent of participation by members in a group is desirable, the leader may well attend to where specific people sit in a group. It might be desirable for instance, to have a rather expressive individual sit opposite a rather quiet person. Or the leader might find it helpful to have two people who tend to monopolize the discussion sit next to each other in order to decrease the interstimulation between these two members.

From the study done by Steinzor, Bass and Klubeck (1952) conducted further studies on the subject matter. Although the purpose of their study was to analyze the relationships that existed, if any, between the particular seat a participant had occupied during an initially leaderless discussion and the leadership status he attained, as estimated by two observers. Bass and Klubeck employed two types of seating arrangement for observation purposes: the inverted v-shape and the rectangular

formation. Four hundred and sixty seven participants were observed for sixty eight leaderless discussion groups.

The results inferred that for the inverted v-shape arrangements, when the effects of a person's outside status were eliminated, the particular seat a person occupied was of negligible importance in determining a participant's tendencies to attain leadership status during the course of the discussion.

Thus, Bass and Klubeck stressed that the circular arrangement of Steinzor and his conclusions were quite different from both situations and including the extrapolation of his results. They further added that it is quite possible that the opposing factors suggested by Steinzor were operation. This is so because the variations concerning individuals occupying a seat of a given type was so great that, despite the fact that one hundred and fifty persons occupying end seats, on the average attained leadership status scores approximately five percent higher than the three hundred and seventeen persons occupying middle seats, the results were simply not conclusive. For it appeared that the particular seat a person occupied had little effect on the final leadership rating he attained during the course of a discussion. Bass and Klubeck did not explain further why these results were gathered.

Studies in personal space and seating arrangement

Sommer (1954) published his studies in personal space which was conducted in the Saskatchewan Hospital. He writes of the unexplored area of microecology or the way that people in pairs

or small groups arrange themselves. Sommer stated that the more familiar concept of space is with regards to the geographic sense or space as an area. However, the term "space" can also be referred to as the personal space of an organism. The personal space is defined by zoologists and ethologists here is the distance that an organism customarily places between itself and other organisms. This distance may vary from species to species and individual to individual.

The study of personal distance as those undertaken on animals would seem to have relevance for the study of human behavior. It seems obvious according to Sommer that people feel uncomfortable when they talk to others who either stand too close or too far away.

An observational study was conducted by Sommer in the staff dining hall of a one thousand five hundred bed Saskatchewan mental hospital. Most staff members eat in that hall. The tables in the dining hall consist of two three feet by three feet tables placed together and with eight chairs placed around it. An example of this table along with chairs (lettered for identification) is shown in figure 2.

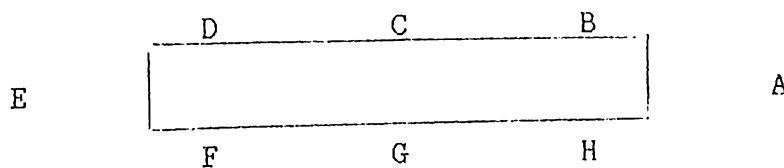


Figure 2. Representation of table and chairs used in Sommer's experiment.

The results gathered shows that of the sixty seven recorded

interactions, there were only eighteen interactions between people seating in distant chairs. This differs markedly from the figures based on the permutations and shows that people interacted with people sitting in neighboring chairs. If all permutations of possible interaction are computed on the basis of chance, thirty six percent of the interactions between people sitting side by side, twenty seven percent between people sitting face to face and thirty six percent between people sitting corner to corner. Of the fifty observations made, thirty of the pairs preferred corner to corner while sixteen pairs preferred side by side and only five pairs preferred face to face.

Another but similar, study was conducted by Sommer although this time the method changed correspondingly from natural observation to active experimentation. The same procedure were repeated, the subjects used were ten pairs of hospital employees which have been instructed to situate and discuss on a table with four chairs around it. The results showed that eight of the pairs arranged themselves corner to corner, while only two arranged themselves face to face.

The same experiment was again repeated although this time the subjects are nine pairs of student nurses from a nearby hospital. The results again showed that eight of the pairs arranged themselves corner to corner while only one pair chose a face to face arrangement.

And in view of the many discussions of the difficulties that schizophrenic patients would avail themselves of the corner to

corner arrangement chosen by other subjects, Sommer decided to conduct an experiment for them. The results proved otherwise. Observations during the experiment solicited uncooperativeness from the schizophrenic patients. The subjects seemed to lack both direction and interest, Sommer stated.

It is mentioned that Steinzor reanalyzed his data from a previous study of small group discussions and concluded that people were more apt to interact with those seating opposite them than people at their sides. Then several years later, Bass and Klubeckl examined the records of group discussions when they had available in order to learn the effect of seating arrangement on leadership. Hearn examined the data from his study of the training of discussion leaders and concluded that Steinzor's results occurred only when a group contained a strong leader. These studies, all based on data collected for other purposes, appear to be the only experimental investigations of the physical arrangement of groups. Fortunately, social scientists have provided many important clues from their observational studies. Whyte describes how members of the adolescent gangs gathered around their leader in a cafeteria or in a bowling alley. Hall provides a perceptive account of the way people in different cultures use space, pointing out for example, that in Latin America the interaction distance is much less than in the United States. Simmel describes how an insult to a person's honor is called "coming too close" and speaks of the "ideal sphere" of space surrounding each person. Groups with different and several status levels are usually described as having a leader

occupying the head position flanked by lieutenants who are followed by the lowest status members. There are also "reluctant groups"-- found in schools, mental hospitals and prisons. Here the leader walks at the rear keeping the member within sight and sound.

Studies on comfortable conversation distance

Sommer (1962) made further studies on the topic--distance for comfortable conversation. Previously, Sommer also conducted a study wherein pairs of subjects were asked to sit into an attractively furnished lounge and sit on two couches that face one another and discuss a given topic. They had the choice of sitting side by side on the same couch or across from one another on different couches. For different pairs of subjects, the couches were placed at distances from one to five feet apart. The experimenters found out that when the couches were less than three and a half feet apart, the subjects sat across, but at distances greater than this, the subjects sat side by side on the same couch. Since the previous work had shown that people preferred sitting across from one another rather than side by side on the same couch indicated the distance at which the couches were too far apart for comfortable conversation. Under these conditions, the distance would be three and a half feet between couches or five and a half feet between people since the people's heads were approximately one foot behind the front of each couch.

Other results gathered by Sommer was that in a communicative situation where communicators should sit down, it was found that

the leaders prefer to occupy the head of a table with their followers grouped around them; corner positions at a table were most often chosen for group discussion, women tend to sit closer than men; and the distance for comfortable conversation under one particular set of conditions was five and half feet between people.

Studies on seating arrangement and leadership emergence

Howells and Becker (1962) made similar studies on seating arrangement and leadership emergence. They focused on whether seating arrangement and influencing the flow of communication is a determining factor for leadership emergence. The study yielded that from the twenty groups formed from the pool of subjects, a total of fourteen groups have the two seat side emerging as leaders as compared to the six groups for the three seat side, thus lending support to the hypothesis.

Little (1965) conducted further studies in personal space by experimenting on the effects of the degree of acquaintance and settings on personal distance. He conducted two sets of experiments, one involving dummies and the other involving "live" persons.

The results of the studies may be summarized as follows: Perceived interaction distances in a dyad are markedly influenced by the degree of acquaintance of the two members. The effect holds whether the "people" involved are line drawings, stylized silhouettes, or the real thing. If the pair is labeled as

"friends", they will be seen as interacting at significantly closer distance than if labeled as "acquaintances"; if labeled as "strangers", at a significantly greater distance. Similarly, the setting in which the meeting takes place will in turn influence the perceived interaction distance between dyad members, a conclusion substantially verified for female observers but less for males. Maximum distances occur in an office waiting room; minimum distances vary, but with strong suggestion that a street corner or similar open air setting will elicit the closest interaction distances. There is also evidence of an interaction effect between acquaintanceship and setting and, on the basis of the first experiment. This interaction appears to be different for males and females. The former sees the conversations of friends as occurring at about the equal distances, regardless of setting and similarly for acquaintances. Interaction distances for strangers however, vary significantly with settings. The female subjects, while concurring in the equal distances across setting for friends, view the acquaintances in much the same fashion as strangers, having their interaction distances influenced by setting.

A number of investigations done by Pederson (1973) revealed that adult females have smaller personal space than the adult male. The results of Pederson's study indicated that this difference emerged in the elementary schooling years. Initially, there was no difference in personal space between males and females. In fact, females tended to have larger personal spaces than the males for the first grade, although the difference was

not significant. However, by the third grade males have significantly larger interpersonal space than females. The mean difference persisted until the fifth grade. The social learning factors that produced the larger personal space for the males towards other people by the third grade are still unknown. The limitation of the study was that it was conducted on gradeschool children thus differences in later years were not recorded.

Studies done in the Philippines

In the Philippines, several unpublished studies have been made regarding spatial relationships and communication. Most of these studies were experiments conducted by students of the University of the Philippines particularly from the College of Public Administration and the Department of Psychology.

One of these studies was done by Villamor (1973), a student from the College of Public Administration for one of her graduate course--Sociology 247. She wanted to find out if the studies done by Hall and Sommer were applicable to management communication in the Philippine setting. A question which she posed was--"What happens to big staff meetings which cannot be arranged around the table?". This is a direct challenge to Hall and Sommer because they limited their studies to small group discussions confined to a rectangular table.

The study done by Villamor focused on the case of a staff meeting in one big financial institution headed by an "authoritarian" executive. Those in attendance during staff

meetings were the second highest ranking official, the three third ranking officials, the head of departments and their assistants. All in all, the number of those attending varied from twenty to thirty people.

The staff meetings were held in the receiving room of the top executive. There was big conference table which is oval-rectangular in shape. Surrounding it were were eight upholstered chairs. Additional chairs were placed in horizontal rows in the space facing the length side of the table. The first rows of additional chairs was about eight to nine feet from the table. Alongside three additional chairs were furnished for the executive's visitor: a sofa and two large arm chairs.

While the top executive's "authoritarian" personality is largely responsible for the stifled atmosphere during staff meetings, there is a strong possibility that the arrangement of the room's semi-fixed features contributed to the lack of effective communication between the top executive and his staff.

Villamor cited that in experiments on leadership and group geography, it can be concluded that communicating with all members of the group is not the primary ingredient in the leader's role. Perhaps being seen by his followers rather than being able to converse with them is a more fundamental aspect of the leader in the Americanized culture. The experimenter was led to this conclusion because of his findings that leaders prefer the end positions, although under normal conditions, the end chair will isolate a leader from people who sit in the other end of the table.

Thus, in this case, Villamor concluded, the top executive did not bother to have a different spatial arrangement for his staff meetings because he considered "being able to talk to them" rather than "being able to talk with them". The manner in which he kept abreast of the happenings in his organization was through other means of securing information like small private meetings, confidential reports, and complaints from the public. It is paramount that if an executive desires to enhance interaction in his staff meetings he could do well to consider some principles of spatial arrangement.

Similarly, Villaroman (1974) made a study which explored the possible main and interaction effects of distance between communicator and addressee, degree of eye contact, the need for affiliation of the addressee on the inferred communicator attitude towards the addressee and also towards his partner.

Villaroman identified her independent variables as: distance of the communicator from the addressee, degree of eye contact of the communicator with the addressee, need for affiliation of the addressee. While the inferred attitude of the communicator to the addressee and the inferred attitude of the communicator to the partner of the addressee were considered as dependent variables.

One hundred and twenty students from the University of the Philippines with sixty males and sixty females participated in the experiment. An eleven item test questionnaire about the

communication just delivered were given to the subjects in order to divert the attention from what was really being measured. Then an evaluation sheet containing the measures of dependent variables were given to the subjects right after they finished the test.

The results of the experiment showed significant interaction between distance, degree of eye contact, and need for affiliation.

Similarly, Cayabyab et. al. (1975) of the Department of Psychology, University of the Philippines also conducted studies to investigate the relationship between the anxiety level of a person and his personal space. The main hypothesis of the study was that highly anxious persons will have smaller personal space than low anxious persons.

The summarized results were that two of the four hypothesis were validated but the other two were rejected. The accepted hypothesis were that: highly anxious persons will have a smaller space than less anxious persons (main hypothesis), and the personal space of males to females will be significantly closer than towards the males. On the other hand, the rejected hypothesis were that: females would have significantly smaller space between them when they interact with other females as compared to the personal space between males while interacting with other males and that the mean for the rear approaches will be greater than the other approaches--front, right and left.

Alfonso et. al. (1975) undertook a study on whether speech fluency and linear distance can be used as measure of social interaction. The variables being studied were: language of simulation in verbal transaction, sex of experimenter and sex of subjects. A total of thirty two subjects were asked to participate in the study.

It was found that language has a decisive effect on the social interaction as measured by the length of communication and linear distance between interacting individuals. It was also found that subjects emitted longer responses when questioned in Filipino which implies that the specific language used in the interaction is a social factor which affects interpersonal behavior among Filipino bilinguals. And as evidenced by present findings, same sex pairings promote greater social communication than opposite sex pairings of experimenter and subject.

A study done by Villanueva (1976) attempted to investigate the perceptions of the person seated at the end position of a rectangular table as a function of spatial location on the following scales: intelligence, activeness, uninhibitedness, leadership and ambitiousness. The scales were set forth as indicators of social perception. It was also hypothesized that persons closer to the head of the table will be rated higher than those at the end positions and that on all seats, age will not have an effect on judgement.

It was found that the head position was rated highest followed by the end positions, and the persons near the head

positions were rated lowest. The second hypothesis was non-validated because the mean ratings were found to increase with age.

CHAPTER IV
RESEARCH METHODOLOGY

A. Nature and Source of Data

Respondents. The respondents of this study were faculty members of the three academic divisions of the College of Arts and Sciences, University of the Philippines, Manila. The three academic divisions are: the Humanities, the Social Sciences and the Natural Sciences and Mathematics.

Sampling. Random sampling was used in order to determine which respondents would be asked to participate in this study. A total of thirty six respondents were distributed evenly among the three academic divisions. Only regular faculty members were chosen because the study calls for respondents who spend most of their time in their respective divisions.

Instruments. A questionnaire was the instrument used in this study. The questionnaire had two parts. Questionnaire 1 focused on the spatial relationships that they consider when the respondents interact. It pertains to the distance, the sociofugal-sociopetal dimension, the kinesthetic dimension, the visual contact and seat preferences in that particular division where the respondent belongs to. Questionnaire 2 focused on the predominant subculture in the organization as a manifestation of existing interpersonal relationships. The demographic characteristics of the respondents were gathered through the faculty profile acquired from the Dean's Office of the College of Arts and Sciences, U.P. Manila.

B. Research Procedure

Design. The study made use of Edward T. Hall's parameters in describing proxemic considerations in interpersonal communicative interactions and Charles Handy's attitude statements on the actual subculture as a manifestation of existing interpersonal relationships as perceived by a member of an organization. Although the design was western oriented, it was believed appropriate as it helped to determine the spatial relationships and the perceived interpersonal relationships of a particular division. And despite numerous studies made between space and culture no study had been done within organizations. This study was exploratory in nature.

Variables and measures. The measures used in this study were adopted and modified from Edward T. Hall and Charles Handy:

For distance. Edward T. Hall classified distances into different phases depending on the nature of the communicative situation. There is the intimate distance, the personal distance, and the social distance. Each one has a close and far phase.

| | | |
|-------------------|----------------|-----------------------|
| Intimate distance | (close phase): | 6 inches or closer |
| | (far phase) | 6 inches to 18 inches |
| Personal distance | (close phase): | 1.5 feet to 2.5 feet |
| | (far phase) : | 4.0 feet to 7.0 feet |
| Social distance | (close phase): | 7.0 feet to 12.0 feet |

For sociofugal-sociopetal orientation. The sociofugal-sociopetal axis refers to the angle formed by the axes of the

interactants shoulder. Theoretically, there may be endless variations in the orientations of two bodies to one another, but Edward T. Hall concerned himself only with eight positions.

Sociofugal-sociopetal axis: parallel, face-to-face

45 degrees

90 degrees

135 degrees

180 degrees

225 degrees

270 degrees

315 degrees

parallel, back-to-back

For kinesthetic dimension. The term kinesthetic factors refer to the physical closeness of the interactants and the potential for body contact.

Kinesthetic factors: within body contact distance

within touching distance with the
forearm extended

within touching distance with the
arm extended

within touching distance by reaching

For visual contact. The amount and kind of visual interaction is broken down into four categories based on various areas of the retina.

Visual contact characteristic: sharp

clear

peripheral

no visual contact

For seating arrangement (refer to figure 2). Seating preference of respondents is broken down into eight choices. A and E for the head positions, B, D, F, and H for the corner positions. While C and G are the center positions.

Data gathering. The length of data gathering covered a total of thirty five working days in a period of eight weeks to complete the entire data gathering process. The inavailability of some of the respondents made the duration of the study longer than expected.

A draft of Questionnaires 1 and 2 were prepared on September 15, 1989 for pretesting. The first revision touched on Questionnaire 1, two aspects were deleted namely thermal factors and postural sex identifiers. The second revision took out aspects regarding competition, conflict and decision making in Questionnaire 2 as it is deemed insignificant to the present study.

Data Analysis. A descriptive analysis of each statement and its implication follows.

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

Demographic characteristics

Sex of Respondents

The respondents were mostly females because of the composition of the three academic divisions.

Table 1. Composition of respondents according to sex in the three academic divisions.

| Sex | Division A | Division B | Division C |
|---------|------------|------------|------------|
| Males | 04 | 04 | 05 |
| Females | 08 | 08 | 07 |
| Total | 12 | 12 | 12 |

Age of Respondents

The age of the respondents are thinly distributed in the different age groups. The majority of the respondents from Division A are concentrated on the thirty years old and below age group. While the respondents from Division B are concentrated on the middle aged group. It is noteworthy that a majority of the respondents from Division C are in the twenty to twenty five years old age group. Thus the respondents in Division C are the youngest as compared to the respondents from Division A and Division B.

Table 2. Composition of respondents according to age in the three academic divisions.

| Age | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 21-25 yrs old | 03 | 01 | 08 |
| 26-30 yrs old | 04 | 02 | 01 |
| 31-35 yrs old | 01 | 01 | 00 |
| 36-40 yrs old | 02 | 02 | 01 |
| 41-45 yrs old | 00 | 04 | 02 |
| 46-50 yrs old | 00 | 02 | 00 |
| 51-55 yrs old | 00 | 00 | 00 |
| 56-60 yrs old | 02 | 00 | 00 |
| Total | 12 | 12 | 12 |

Income of Respondents

A total of ten respondents in Division A and Division C belong to the forty thousand to forty five thousand annual salary bracket. While a total of seven respondents from Division B belong to the fifty five thousand to sixty thousand pesos per annum salary bracket. The highest earning respondent comes from Division B while the lowest earning respondents come Division A and Division C.

Table 3. Income distribution in the three academic divisions.

| Income/Yr (in pesos) | Division A | Division B | Division C |
|-------------------------|------------|------------|------------|
| 40,000-45,000 | 05 | 01 | 05 |
| 45,001-50,000 | 00 | 01 | 03 |
| 50,001-55,000 | 01 | 00 | 00 |
| 55,001-60,000 | 02 | 07 | 03 |
| 60,001-65,000 | 03 | 00 | 00 |
| 65,001-70,000 | 01 | 00 | 00 |
| 70,001-75,000 | 00 | 01 | 01 |
| 75,001-80,000 | 00 | 01 | 00 |
| 80,001-85,000 | 00 | 00 | 00 |
| 85,001-90,000 | 00 | 01 | 00 |
| Total | 12 | 12 | 12 |

Civil Status of Respondents

Nine respondents from Division B are already married. On the other hand seven respondents from Division A and eight respondents from Division C are still single at the time of this study.

Table 4. Civil status distribution of respondents in the three academic division.

| Civil Status | Division A | Division B | Division C |
|--------------|------------|------------|------------|
| Single | 07 | 03 | 08 |
| Married | 05 | 09 | 04 |
| Total | 12 | 12 | 12 |

Educational Attainment of Respondents

A total of six respondents from Division A are Bachelor of Arts degree holders. On the other hand, a total of ten respondents from Division C are Bachelor of Science degree holders. The respondents from Division B are mostly Master of Arts degree holders. Division A and Division B each have one respondent who is a Doctor of Philosophy.

Table 5. Educational attainment distribution in the three academic divisions.

| Educational Level | Division A | Division B | Division C |
|-------------------|------------|------------|------------|
| AB/BS Degree | 06 | 03 | 10 |
| MA/MS Degree | 05 | 08 | 02 |
| Phd Degree | 01 | 01 | 00 |
| Total | 12 | 12 | 12 |

Academic Rank

Both Division A and Division C each have five respondents who are Instructor I. While a total of six respondents from Division B have a rank of Assistant Professor I. Two of the respondents from Division B have a rank of Associate Professor III, the highest academic rank for the pool of respondents.

Table 6. Academic rank and step distribution of respondents in the three academic divisions.

| Rank and Step | Division A | Division B | Division C |
|----------------|------------|------------|------------|
| Instructor I | 05 | 01 | 05 |
| Instructor II | 00 | 00 | 03 |
| Instructor III | 00 | 00 | 00 |
| Instructor IV | 00 | 01 | 00 |
| Instructor V | 01 | 00 | 02 |
| Asst Prof I | 01 | 06 | 01 |
| Asst Prof II | 01 | 01 | 00 |
| Asst Prof III | 01 | 00 | 00 |
| Asst Prof IV | 02 | 00 | 00 |
| Asst Prof V | 01 | 00 | 00 |
| Assoc Prof I | 00 | 01 | 01 |
| Assoc Prof II | 00 | 00 | 00 |
| Assoc Prof III | 00 | 02 | 00 |
| Total | 12 | 12 | 12 |

Distance

Distance when communicating with superior

The study showed that the respondents considered different distances when interacting with superior. Respondents from Division A maintain the farthest distance at 3.83 feet when discussing current national issues with superior. Ironically the same respondents from Division A also indicated the nearest distance when discussing both work and personal issues. For work issues, the respondents from division A indicated they maintain 1.70 feet while discussing such issue. Similarly for personal matters, a distance of 1.00 feet was preferred by the respondents of Division A. Coincidentally, the respondents from the Division C also maintain a very close distance of 1.34 feet when discussing personal matters with superior. A pattern can be seen in Table 7 because as the subject of the communicative interaction becomes personal, the distance becomes closer.

Table 7. Mean distance maintained by the respondents when communicating with superior (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 3.83 | 3.00 | 2.63 |
| Work | 1.70 | 3.00 | 2.41 |
| Personal | 1.00 | 2.70 | 1.34 |

Distance when communicating with subordinate

When communicating with subordinate, it can be noted that a marked difference is indicated in the mean distance maintain as compared to communicative interactions with the superior. The respondents from Division A showed much closer interaction distance when discussing current national issues at 2.80 feet. The mean distance when discussing things about work and personal matters remain relatively the same. However, the respondents from Division B indicated a much closer interaction distance when discussing all three issues with the suboordinate. A mean distance of 2.10 feet was indicated for current national issues and work matters. But for personal matters, the respondents from Division B gave a mean distance of 1.90 feet which is even closer than the mean distance of 2.15 feet indicated by the respondents from Division C. It is noteworthy that the respondents from division C maintain a closer distance when discussing work matters and personal matters with superior than with subordinate.

Table 8. Mean distance maintained by the respondents when communicating with subordinate (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 2.80 | 2.10 | 3.63 |
| Work | 1.76 | 2.10 | 2.38 |
| Personal | 1.00 | 1.90 | 2.15 |

Distance when communicating with an older co-faculty

Age is an intervening factor to be considered here. Again a pattern can be seen in the manner by which all the respondents maintain distances with regards to the topic being discussed. Greater distance is maintained while discussing impersonal issues (current national and work) while closer distance is maintained when discussing personal matters. All the respondents from the three academic divisions indicated mean distances of 1.90 feet to 2.00 feet when communicating with an older co-faculty. No significant conclusions can be inferred because the differences in mean distances is very minimal.

Table 9. Mean distance maintained by the respondents when communicating with an older co-faculty (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 2.70 | 2.40 | 3.00 |
| Work | 2.30 | 2.20 | 2.47 |
| Personal | 1.90 | 1.90 | 2.00 |

Distance maintained when communicating with a younger co-faculty

When communicating with a younger co-faculty, it was gathered that almost all the respondents from the three academic divisions indicated a much lesser mean distance as compared to the mean distances when communicating with an older co-faculty. Both groups of respondents from Division A and Division B indicated mean distances below the 2.00 feet when discussing things about work. On the other hand, respondents from Division C indicated a mean distance of 2.34 feet on the same topic being discussed. All the respondents from the three academic divisions

had mean distances below the 2.00 feet level when discussing personal matters with a younger co-faculty.

Table 10. Mean distance maintained by the respondents when communicating with younger co-faculty (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 2.30 | 2.10 | 2.43 |
| Work | 1.70 | 1.90 | 2.34 |
| Personal | 1.50 | 1.70 | 1.77 |

Distance when communicating with a male co-faculty

This time the interveing factor to be considered is sex. It was gathered that the farthest mean distance maintained by any group of respondents is 3.30 feet when discussing current national issues with a male co-faculty. While the lowest was a mean distance of 1.50 feet maintained by the respondents form Division C when discussing things of personal interest with a mlae co-faculty. Respondents from Division B also gace a small mean distance when discussing personal matters. The composition of the respondents would most likely explain as to why this difference in mean distance is prevalent.

Table 11. Mean distance maintained by the respondents when communicating with a male co-faculty (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 3.30 | 2.60 | 2.23 |
| Work | 2.50 | 2.20 | 2.23 |
| Personal | 2.40 | 1.90 | 1.50 |

Distance when communicating with a female co-faculty

The mean distance maintained by all the respondents when communicating with a female co-faculty is significantly closer as compared to the mean distance maintained when communicating with

the opposite gender. Almost all mean distances are below the 2.00 feet mark except for the 2.11 feet mean distance expressed by the respondents from Division C. Aside from the composition of the respondents, culture played a part in this shift to a very close interpersonal distance.

Table 12. Mean distance maintained by the respondents when communicating with a female co-faculty (in feet).

| Issues | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| Current Nat'l | 1.90 | 1.90 | 2.11 |
| Work | 1.70 | 1.70 | 1.86 |
| Personal | 1.50 | 1.70 | 1.73 |

Distance maintained when criticizing

Not only are the demographic characteristics (particularly age and status) of the respondents which served as intervening factors in determining mean distances but the content of the message also. Here the negative feedback is evaluated if it will have an effect with the spatial consideration of respondents. It was gathered that the same patterns of differences in mean distance was present. Thus mean distance between the respondent and junior co-faculty members are closer as compared to senior co-faculty members(except in Division A). Similarly mean distance between respondent and superior is greater than mean distance between respondent and subordinate(except in Division B).

Table 13. Mean distance maintained by the respondent when criticizing (in feet).

| Work of | Division A | Division B | Division C |
|-----------------|------------|------------|------------|
| Jr., co-faculty | 4.05 | 4.43 | 3.06 |
| Sr., co-faculty | 4.03 | 5.04 | 3.83 |

| | | | |
|-------------|------|------|------|
| Superior | 4.70 | 5.52 | 3.86 |
| Subordinate | 4.50 | 5.60 | 3.13 |

Distance maintained when praising

On the other hand, when praising a co-faculty all the respondents indicated a marked shift of at least a foot closer when communicating. The difference in the mean distance displayed by the respondents can be attributed to the fact that a positive feedback allows closer proximity among communicators than negative feedback. Mean distances indicated by the respondents for Division A showed an average difference of at least a foot and the same trend is evident from the respondents of the other two academic divisions. Again difference in mean distance junior and senior co-faculty, superior and subordinate is evident. It was gathered that the junior faculty got a lesser mean distance from the respondent than the senior co-faculty. Status also played a role in the difference in mean distance. The subordinates got a lesser mean distance from the respondents than the superior with the exception of Division C.

Table 14. Mean distance maintained by the respondent when praising (in feet).

| Work of | Division A | Division B | Division C |
|-----------------|------------|------------|------------|
| Jr., co-faculty | 3.08 | 4.04 | 2.18 |
| Sr., co-faculty | 3.72 | 4.75 | 2.36 |
| Superior | 3.64 | 4.64 | 2.27 |
| Subordinate | 3.45 | 4.08 | 2.36 |

Sociofugal-Sociopetal Dimension

Stance when discussing current events with superior

A total of twenty one respondents from all the three academic divisions maintain a parallel, face to face stance when communicating with a superior on issues concerning national issues. Only three respondents maintain a 45 degrees stance. While seven respondents maintain a 90 degrees stance. One respondent preferred a 135 degrees stance. While a total of four respondents from Division C indicated a 225 degrees stance when they communicate with a superior. The inferred reasons for the peculiarities in body orientation are not explored in this study.

Table 15. Stance maintained by the respondent when discussing current events with a superior (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 07 | 08 | 06 |
| 45 degrees | 01 | 02 | 00 |
| 90 degrees | 03 | 02 | 02 |
| 135 degrees | 01 | 00 | 00 |
| 180 degrees | 00 | 00 | 00 |
| 225 degrees | 00 | 00 | 04 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Stance when discussing things about work with superior

The stance maintained by the respondents when communicating with a superior regarding things about work is not very much different as to when their discussing current national issues. What seemed noteworthy is that respondents from Division A indicated a parallel, face to face and a 45 degree stance both on six instances. The respondents from Division B indicated the

highest choice for the parallel, face to face stance. While the group of respondents from Division C indicated a more diverse choice of stance when discussing things about work with a superior.

Table 16. Stance maintained by the respondent when discussing things about work with a superior (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 06 | 08 | 06 |
| 45 degrees | 06 | 02 | 00 |
| 90 degrees | 00 | 02 | 02 |
| 135 degrees | 03 | 03 | 02 |
| 180 degrees | 00 | 00 | 01 |
| 225 degrees | 00 | 00 | 01 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Stance when discussing personal matters with superior

A total of twenty four respondents from the three academic divisions indicated a preference of parallel, face to face stance when communicating with a superior on personal matters. Compared to the previous preferences on body orientation, this is the most direct communicative arrangement when stance is taken into account. Again several peculiarities are present: four respondents preferred a 45 degrees stance, another five respondents preferred the 90 degrees stance, and still one respondent preferred the 135 degrees stance. Noteworthy are the two respondents from Division C who stated a preference of a parallel, back to back arrangement.

Table 17. Stance maintained by the respondent when discussing personal matters with a superior (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 08 | 08 | 08 |
| 45 degrees | 02 | 02 | 00 |
| 90 degrees | 02 | 01 | 02 |
| 135 degrees | 00 | 01 | 00 |
| 180 degrees | 00 | 00 | 00 |
| 225 degrees | 00 | 00 | 00 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 02 |
| Total | 12 | 12 | 12 |

Stance when discussing current events with subordinate

Similar findings were gathered from Division B and Division C. Each division had eight respondents who preferred the parallel, face to face arrangement; two respondents who preferred the 45 degrees stance; and still another two respondents who preferred the 90 degrees arrangement. It is observable from the data gathered that more respondents would prefer this types of orientations which allows for more face to face interaction. More respondents would prefer this arrangement with regards to subordinate interaction.

Table 18. Stance maintained by the respondent when discussing current events with a subordinate (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 06 | 08 | 08 |
| 45 degrees | 03 | 02 | 02 |
| 90 degrees | 03 | 02 | 02 |
| 135 degrees | 00 | 00 | 00 |
| 180 degrees | 00 | 00 | 00 |
| 225 degrees | 00 | 00 | 00 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Stance maintained when discussing things about work with subordinate

Again, with female co-faculty more parallel face to face arrangement is preferred. This time, a total of twenty six respondents preferred the parallel face to face arrangement. This figure is higher than when communicating with a superior on the same subject matter. Again the choice of orientation is thinly scattered in the 45 degrees to 90 degrees stance. Not much difference is seen between the sociofugal-sociopetal orientation preferred when discussing current national issues with a subordinate.

Table 19. Stance maintained by the respondent when discussing things about work with a superior (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 09 | 09 | 08 |
| 45 degrees | 02 | 01 | 02 |
| 90 degrees | 01 | 01 | 02 |
| 135 degrees | 00 | 01 | 00 |
| 180 degrees | 00 | 00 | 00 |
| 225 degrees | 00 | 00 | 00 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Stance when discussing personal matters with subordinate

A total of twenty eight respondents indicated that they maintain a parallel, face to face stance when discussing personal matters with a subordinate. More respondents preferred this stance when communicating with a subordinate than with a

superior. Both Division A and Division B each had ten respondents who indicated they maintain this stance. And it is expected because the topic becomes more personal, the respondents will tend to prefer that they see more of the person they are communicating with.

Table 20. Stance maintained by the respondent when discussing personal matters with a subordinate (in feet).

| Orientation | Division A | Division B | Division C |
|---------------------------|------------|------------|------------|
| Parallel, face to face | 10 | 10 | 08 |
| 45 degrees | 02 | 01 | 02 |
| 90 degrees | 00 | 00 | 02 |
| 135 degrees | 00 | 00 | 00 |
| 180 degrees | 00 | 01 | 00 |
| 225 degrees | 00 | 00 | 00 |
| 270 degrees | 00 | 00 | 00 |
| 315 degrees | 00 | 00 | 00 |
| Parallel, back to back | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Kinesthetic Dimension

Physical contact when discussing with superior

Only eleven out of thirty six respondents answered that they get into physical contact with their superior while discussing with them. Out of this eleven respondents, two come from Division A, three from Division B and six from Division C. The sex of the superior contributed to the results of this aspect on kinesthetic factors. This is so because male to male as well as opposite sex physical contacts are limited to people already with a certain degree of intimacy. The status of the superior also limited the physical contact between the former and the respondents.

Table 21. Respondent's chances of having physical contact when discussing with superior.

| | Division A | Division B | Division C |
|-------|------------|------------|------------|
| Yes | 02 | 03 | 08 |
| No | 10 | 09 | 06 |
| Total | 12 | 12 | 12 |

And out of the eleven respondents who get into physical contact with the superior, four are within the body contact distance. With two respondents each coming from Division A and Division C. At least three respondents with one from Division B and two from Division C staying within touching distance with the forearm extended. An additional four respondents divided equally between Division B and Division C, these four respondents expressed that they stay still within touching distance with the arm extended.

Table 22. Distance maintained when physical contact occurs when respondent is discussing with superior.

| | Div. A | Div. B | Div. C |
|---|-----------|-----------|-----------|
| w/in body contact distance | 02 | 00 | 02 |
| w/in touching distance w/ forearm extended | 00 | 01 | 02 |
| w/in touching distance w/ arm extended | 00 | 02 | 02 |
| w/in touching distance by reaching | 00 | 00 | 00 |
| Total | 02 | 03 | 06 |

Physical contact when discussing with subordinate

Evidently more physical contact is reported between the respondents and with the subordinates. A total of twenty six respondents come into physical contact with subordinates. Both

Division A and Division B had a total of sixteen respondents divided equally who answered affirmatively. Division C respondents had the highest number of respondents who answered affirmatively. The age and status of the subordinates are intervening factors to be taken into consideration when studying this aspect of space--kinesthetic factors.

Table 23. Respondent's chances of having physical contact when discussing with subordinate.

| | Division A | Division B | Division C |
|-------|------------|------------|------------|
| Yes | 08 | 08 | 10 |
| No | 04 | 04 | 02 |
| Total | 12 | 12 | 12 |

A total of sixteen respondents indicated that they stay within body contact distance when discussing with a subordinate. While a total of four respondents preferred to stay within touching distance with the forearm extended. And still an additional four respondents chose to maintain a touching distance with the arm extended. Another two respondents from Division C preferred to stay within touching distance by reaching.

Table 24. Distance maintained when physical contact occurs when respondent is discussing with subordinate.

| | Div. A | Div. B | Div. C |
|---|-----------|-----------|-----------|
| w/in body contact distance | 05 | 06 | 05 |
| w/in touching distance w/ forearm extended | 01 | 01 | 02 |
| w/in touching distance w/ arm extended | 02 | 01 | 01 |
| w/in touching distance by reaching | 00 | 00 | 02 |
| Total | 12 | 12 | 12 |

Visual Contact

Visual Contact when communicating with superior

Related with the sociofugal-sociopetal orientation of communicators is the visual contact that they establish while communicating. It was gathered that the respondents establish various degrees of visual contact while communicating with a superior. Six respondents for Division A and another six respondents from Division C characterize the visual contact that they maintain with their superior as sharp. The visual contact sharp here means focused at the other person's eyes. Only three respondents from Division B gave similar answers. Similarly, six respondents also from Division A and Division C again characterize their visual contact with respect to their superior as clear. The visual contact clear here means focused on the other person's face or head. And an additional four respondents from Division B characterize the visual contact they maintain as peripheral. Only two respondents also from the same division expressed that they do not maintain any visual contact while communicating with their superior.

Table 25. Visual contact that the respondent establishes when communicating with superior.

| Visual Contact | Division A | Division B | Division C |
|-------------------|------------|------------|------------|
| Sharp | 06 | 03 | 07 |
| Clear | 06 | 03 | 04 |
| Peripheral | 00 | 04 | 01 |
| No visual contact | 00 | 02 | 00 |
| Total | 12 | 12 | 12 |

Visual contact when communicating with subordinate

With regards to the visual contact that respondents establish with their subordinates, no radical change was observed. Respondents from Division A gave identical answers as compared to their characterization of visual contact with superior. The same case is true for Division B. However, respondents from Division B gave slightly different answers because seven respondents preferred a sharp visual contact and four respondents preferred a clear visual contact. Only one respondent from the said division preferred a peripheral visual contact. The two respondents from Division B who preferred no visual contact gave the same answers.

Table 26. Visual contact that the respondent establishes when communicating with subordinate.

| Visual Contact | Division A | Division B | Division C |
|-------------------|------------|------------|------------|
| Sharp | 06 | 03 | 07 |
| Clear | 06 | 03 | 04 |
| Peripheral | 00 | 04 | 01 |
| No visual contact | 00 | 02 | 00 |
| Total | 12 | 12 | 12 |

Seating arrangement

Seat preference when head position is occupied by superior.

It was expected that the respondents will choose seats nearest to the superior who is suppose to preside in the said meeting. The results gathered showed otherwise. Only two respondents preferred seat B which is one of the nearest seat available. Most of the respondents preferred seats C and G which are located in the middle of the table. Noteworthy are the three

respondents from Division B and the two respondents from Division C who preferred seats opposite the head position occupied by the superior.

Table 27. Seat preference when head position (A) is occupied by superior.

| Preference | Division A | Division B | Division C |
|------------|------------|------------|------------|
| B | 02 | 02 | 02 |
| C | 05 | 04 | 02 |
| D | 00 | 00 | 01 |
| E | 00 | 03 | 02 |
| F | 00 | 00 | 00 |
| G | 05 | 03 | 03 |
| H | 00 | 00 | 02 |
| Total | 12 | 12 | 12 |

Seat preference when corner position is occupied by subordinate

The seat preference expected of respondents here should also be near seat D (the seat of the subordinate). The results gathered showed that a total of thirty six respondents (ten from Division A, nine from Division B and eleven from Division C) from the three academic divisions preferred seat C. This seat is side by side with the seat of the subordinate. Only six respondents (two from Division A, three from Division B and one from Division C) chose seat F. This seat is across the table from the subordinate and is much farther from seat C in relation to seat D.

Table 28. Seat preference when corner position (D) is occupied by subordinate.

| Preference | Division A | Division B | Division C |
|------------|------------|------------|------------|
| A | 00 | 00 | 00 |
| B | 00 | 00 | 00 |
| C | 10 | 09 | 11 |
| E | 00 | 00 | 00 |

| | | | |
|-------|----|----|----|
| F | 02 | 03 | 01 |
| G | 00 | 00 | 00 |
| H | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Seat preference when corner position is occupied by a hostile person

On the other hand, the seat preference for this particular situation is expected to be the farthest from the decoy (hostile person). Eleven respondents preferred seat B (six respondents from Division A, four respondents from Division B and one respondent from Division C) which is located a seat apart from the hostile person. Thirteen respondents (three from Division A, five from Division B and five from Division C) chose seat F which is the farthest seat from the hostile person. Ironically, five respondents (two from Division A, one from Division B and two from Division C) preferred seat F which is directly in front of the hostile person.

Table 29. Seat preference when corner position (D) is occupied by hostile person.

| Preference | Division A | Division B | Division C |
|------------|------------|------------|------------|
| A | 00 | 00 | 02 |
| B | 06 | 04 | 01 |
| C | 00 | 00 | 00 |
| E | 01 | 00 | 00 |
| F | 02 | 01 | 02 |
| G | 00 | 02 | 02 |
| H | 03 | 05 | 05 |
| Total | 12 | 12 | 12 |

Seat preference of person most likely to interact with the respondent

It was expected that the seat closest to seat D will be chosen by the respondents over the seats which are farther away. The results gathered indicated that twenty five respondents

(eight from Division A, nine from Division B and eight from Division C) chose seat C. Similar to the choice made when the seat D was designated for a subordinate, a majority of the respondents preferred the side by side seat arrangement. Only one respondent chose a distant seat for the person he most likely will interact with.

Table 30. Seat preference of person most likely to interact with respondent.

| Preference | Division A | Division B | Division C |
|------------|------------|------------|------------|
| A | 00 | 00 | 00 |
| B | 00 | 00 | 00 |
| C | 08 | 09 | 08 |
| E | 01 | 01 | 02 |
| F | 02 | 01 | 02 |
| G | 01 | 01 | 00 |
| H | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Distance that people maintain are influenced by culture

When asked if the distance that people maintain are influenced by culture, all the respondents from Division A and Division B gave affirmative responses. However, two respondents from Division C gave negative answers and another set of three respondents also from the same division are uncertain.

Table 31. Perception by the respondent that the distance people maintain are influenced by culture.

| | Division A | Division B | Division C |
|-----------|------------|------------|------------|
| Yes | 12 | 12 | 07 |
| No | 00 | 00 | 05 |
| Uncertain | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Distance contributes to the overall message

Similarly a majority of the respondents (ten from Division

A, eight from Division B and ten from Division C) said that distance contributes to the overall message of the communicative interaction. Consequently, eight respondents (two from Division A, four from Division B and two from Division C) gave negative answers on the effect that distance has on the overall message of the communication process. There are no uncertain response from any of the three academic divisions.

Table 32. Perception by the respondent that distance contributes to the over all message of the communication.

| | Division A | Division B | Division C |
|-----------|------------|------------|------------|
| Yes | 10 | 08 | 10 |
| No | 02 | 04 | 02 |
| Uncertain | 00 | 00 | 00 |
| Total | 12 | 12 | 12 |

Interpersonal Relationships

Interpersonal relationship with superior

Twenty respondents from the different academic divisions (eight from Division A, six from Division B, and eight from Division C) characterized their superior as a strong and decisive individual. An additional seven respondents (two from Division A and four from Division B and another from Division C) expressed that their superior can also be characterized as an egalitarian and influenceable leader. Another group of seven respondents (one from Division A, three from Division B and three from Division C) characterize their superior as a concerned and responsive leader who attends to the needs and values of others.

Table 33. Perception of the respondents of their interpersonal relationship with superior.

| | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 1st statement | 08 | 06 | 08 |
| 2nd statement | 01 | 02 | 00 |
| 3rd statement | 02 | 04 | 01 |
| 4th statement | 01 | 00 | 03 |
| Total | 12 | 12 | 12 |

The Division chairman ...

1st statement: "is strong , decisive, and firm but fair. He is protective, generous and indulgent to loyal subordinates.

2nd statement: "is impersonal and correct, avoiding the exercise of his authority for his own advantage. He demands from subordinates only that which is required by the formal system".

3rd statement: "is egalitarian and influenceable in matters concerning the task. He uses his authority to obtain the resources need to get on with the job".

4th statement: "is concerned and responsive to the personal needs and values of others. He uses his authority to provide satisfying and growth stimulating work opportunities for subordinates".

Interpersonal relationship with subordinate

Differing perceptions were gathered from the respondents. A majority of the respondents (eight from Division B and seven from Division C) described the subordinates in the division as compliant, hardworking and loyal individuals. A total of nine respondents from Division A gave different perceptions about the subordinates in their division. This respondents characterize their subordinates as responsible and reliable individuals. And still another group of respondents (two from Division A, two from Division B and three from Division C) perceived the subordinates differently. They characterize the respondents as self motivated individuals who is open to ideas and suggestions.

Table 34. Perception of the respondents of their interpersonal relationship with subordinate.

| | Division of Humanities | Division of Soc. Sci. | Division of Nat. Sci. & Math |
|---------------|---------------------------|--------------------------|---------------------------------|
| 1st statement | 01 | 08 | 07 |
| 2nd statement | 09 | 01 | 01 |
| 3rd statement | 02 | 02 | 03 |
| 4th statement | 00 | 01 | 01 |
| Total | 12 | 12 | 12 |

The subordinate in the division is ...

1st statement: "is compliant, hardworking, and loyal to the interest of his superior".

2nd statement: "is responsible and reliable, meeting the duties and responsibilities of his job and avoiding actions which surprise or embarrass his superior.

3rd statement: "is self-motivated to contribute his best to the task and is open with his ideas and suggestions. He is nevertheless willing to give the lead to others when they show greater expertise or ability".

4th statement: "is vitally interested in the development of his own potentialities and is open to learning and receiving help. He also respects the needs and values of others and is willing to give help and contribute to their development".

Interpersonal relationships within the division

Differing answers were given by the respondents as to how people in the division are rewarded. Seven respondents from Division A described the people who are shrewd and competitive make good in their division. In the meantime, six respondents from Division B expressed that people who are technically competent and effective do well in their division. Another six respondents from Division C said that people who are effective and competent in personal relationships make good in their division. A total of seven respondents (two from Division A three from Division B and two from Division C) describe that conscientious and responsible individuals do well in the division.

Table 35 Perception of the respondents of which people do well in the division.

| | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 1st statement | 07 | 03 | 00 |
| 2nd statement | 02 | 03 | 02 |
| 3rd statement | 03 | 06 | 04 |
| 4th statement | 00 | 00 | 06 |
| Total | 12 | 12 | 12 |

People who do well in the division ...

1st statement: "are shrewd and competitive with a strong drive for power".

2nd statement: "are conscientious and responsible with a strong sense of loyalty to the division".

3rd statement: "are technically competent and effective, with a strong commitment to getting the job done".

4th statement: "are effective and competent in personal relationships, with a strong commitment to the growth and development of people".

Interpersonal relationships within the division

Again differing perceptions were indicated by the respondents on how the division treats the individual. Eight respondents from Division A disclosed that the division treats the individual as though his time and energy were at the disposal of the superiors. On the other hand, the respondents from Division B felt that the division treats the individual as though his time and energy were available through a contract. The respondents from Division C expressed that the Division treats the individual who has committed his skills and abilities to the common cause.

Table 36. Perception of the respondents on how the division treats the individual.

| | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 1st statement | 08 | 04 | 00 |
| 2nd statement | 01 | 05 | 01 |
| 3rd statement | 03 | 02 | 07 |
| 4th statement | 00 | 01 | 04 |
| Total | 12 | 12 | 12 |

The division treats the individual ...

1st statement: "as though his time and energy were at the disposal of the persons higher in hierarchy".

2nd statement: "as though his time and energy were available through a contract having rights and responsibilities on both sides".

3rd statement: "as a co-worker who has committed his skills and abilities to the common cause".

4th statement: "as an interesting and worthwhile person in his own right".

Interpersonal relationship within the division

A similarity can be observed between perceptions of the respondents from Division A and Division B regarding how work is performed in the division. A total of twelve respondents divided equally between the two academic divisions, disclosed that work is done out of satisfaction in excellence of work and achievement. On the other hand, respondents from Division C indicated that work is performed out of respect for contractual obligations backed up by sanctions and personal loyalty towards the division. Noteworthy are the eleven respondent from the three academic divisions (two from Division A, five from Division B and four from Division C) who expressed that work is done out of hope of reward or punishment or personal loyalty towards a powerful individual.

Table 37. Perception of the respondents on why work in the division is performed.

| | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 1st statement | 02 | 05 | 04 |
| 2nd statement | 02 | 01 | 06 |
| 3rd statement | 06 | 06 | 02 |
| 4th statement | 02 | 00 | 00 |
| Total | 12 | 12 | 12 |

Work in the division is performed out of ...

1st statement: "hope of reward, fear of punishment, or personal loyalty towards a powerful individual".
 2nd statement: "respect for contractual obligations backed up by sanctions and personal loyalty towards the division".
 3rd statement: "satisfaction in excellence of work and achievement and/or personal commitment to task or goal".
 4th statement: "enjoyment of the activity for its own sake and concern and respect for the needs and values of the other persons involved".

Interpersonal relationship in the division

This time the similarity in perception is between the respondents from Division B and Division C. These set of respondents (five from Division B and six from Division C) expressed that people in their division work together when the collaboration is personally satisfying, stimulating and challenging. Meanwhile six respondents from Division A and four respondents from Division B indicated that they work together when coordination and exchange of ideas are specified by the formal system. three respondents (two from Division A and one from Division C) stated that people will work together when they are required to by higher authority or if they believe they can use each other for personal advantage.

Table 38. Perception of the respondents on why people in the division work together.

| | Division A | Division B | Division C |
|---------------|------------|------------|------------|
| 1st statement | 02 | 00 | 01 |
| 2nd statement | 06 | 04 | 02 |
| 3rd statement | 02 | 03 | 03 |
| 4th statement | 02 | 05 | 06 |
| Total | 12 | 12 | 12 |

People in the division work together ...

1st statement: "when they are required by higher authority or believe they can use each other for personal advantage".

2nd statement: "when coordination and exchange are specified by the formal system".

3rd statement: "when their joint contribution is needed to progress the task".

4th statement: "when the collaboration is personally satisfying, stimulating or challenging".

CHAPTER VI

CONCLUSION

Several conclusions can be made regarding the effects of the spatial relationship that the respondents maintain with the interpersonal relationships prevalent in their respective divisions.

With regards to the distance which respondents maintain, it was gathered that they maintain varying distances when communicating with different types of people in the division. Generally, the respondents communicate closer with subordinates than they do with superiors. Younger co-faculty members are also given smaller spaces during interactions than older co-faculty members. Female to female interactions are also described to be closer than male to male or mixed gender interactions. These results support the assumptions stated earlier in this study which are based on studies conducted by Sommer (1962) and Willis (1966). However the data collected in this study contradicts the findings of Hall (1959). According to Hall discussions regarding impersonal matters (such as things about work and current national issues) should fall under the close phase of social distance. The data gathered showed that respondents maintain the close phase and the far phase of the personal distance when discussing such topics. Thus it can be inferred that the cultural difference played a role because Hall conducted his studies on Cauca-

sian adults while this study made use of Filipino adults as respondents. It was also gathered that the type of message to be delivered by the respondents also affects the distance that they maintain. Hence, distance varies when the respondent is going to praise or going to criticize the other person.

With regards to the sociofugal and sociopetal orientation of the respondents in relation to the person they are communicating with, it was gathered that they prefer the parallel face to face arrangement irregardless of any factor. Thus sex, status and the topic being discussed did not have any effect on the variation of bodily orientation between the communicator and the communicatee. No significant conclusions can be made regarding the differences in body orientation.

On the kinesthetic factors which affect communicative interactions, it can be drawn from the data that status plays a role in determining the extent of physical contact which the respondents might have with the other person. Thus subordinates are more likely to get into physical contact with the respondents than the superiors. The intervening factors such as the sex and the age of the respondents can also account for the differences.

On the aspect of visual contact, the data showed that sharp and focused visual contact is preferred irregardless of the communicative situation. It was also shown that the same visual contact is established and maintained both for the superior and the subordinate.

Seat preference, seems to be a cultural norm wherein

leaders are expected to be found at the head position of the table; it is also expected that their subordinates will gather around the head position. Contrary to this, the results gathered showed that respondents clustered around seats which are in the middle position of the table and is slightly distant from the head position. Nonetheless expected outcomes were validated in the other communicative situations. The respondents preferred seats close to their friends. On the other hand, the respondents stayed distant from persons which are described to be hostile. It was also found that the seats of persons they are likely to interact with are also the seats which are closer to them.

From the difference in spatial relationships, the perception of the respondents of the interpersonal relationship between superior, subordinate and within the division was measured. It was gathered that all the respondents characterize their superior as a strong, decisive and firm individual. This perception of the superiors accounts for the difference in distance and the seeming lack of physical contact between the respondent and the superior. Meanwhile, generally all the respondents characterize the subordinates as responsible and reliable individuals. In addition some respondents perceive the subordinates to be compliant and hardworking individuals. This accounts for the close distance and the instances of physical contact between the respondent and the subordinates. In addition, the overall interpersonal relationship within the divisions are perceived by the respondent in different ways.

From the data gathered, it can be concluded that spatial

relationships affect the perceived interpersonal relationship in an organization. Since spatial relationships are manifestations of non-verbal communication then it can be said that in order to improve the interpersonal relationship in organization, the non-verbal communication that transpires should be taken into consideration.

Recommendations

Further studies can be undertaken on the subject of spatial relationships and its effects on interpersonal communication although this time focusing on the other aspects which are not included in this study.

Another study can be embarked on although this time focusing on such aspects of informal space such as: postural-sex identifiers, vocal loudness, tactile factors, thermal factors and olfactory factors.

A replicated study can also be done involving a larger number of respondents to be conducted on different organizations. In addition, spatial preferences of employees in public and private organizations can be compared. In the same manner, spatial preferences in small, medium, and large scale entities can be differentiated.

Interested students of non-verbal communication may also wish to study the semi-fixed feature and fixed feature space of organizations. The functional design of offices can be evaluated as to how it enhances the communicative situation.

A similar study can be done although this time the methodology can be modified to include participant and direct observation to supplement the survey questionnaire.

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APPENDIX

October 11, 1988

Division of _____
College of Arts and Sciences
University of the Philippines, Manila

Dear _____,

I am a graduating student of the Organizational Communication Degree Program. In view of this, we are required to submit an undergraduate thesis.

I chose to pursue a study on interpersonal and spatial relationships. The concern of this study is to compare how the different interpersonal relationships within three academic divisions of UPCASM affect the spatial relationships that faculty members maintain.

The attached survey questionnaire is composed of two parts. The first part pertains to the distance, the sociofugal-sociopetal dimension¹, kinesthetic dimension², visual contact and seating arrangements that faculty members consider. The second part, on the other hand, seeks to determine the perceived interpersonal relationships in the division where the faculty member belongs to.

I hope that you take some time out to answer this questionnaire. Thank you very much.

Sincerely yours,

NEIL D. RICAFRENTE

NOTE:

¹ refers to the physical directness of the communication, specifies the relationship of one person's shoulder to the other person's shoulder

² refers to the closeness of two persons involved in communication and the potential that exists for the holding, touching, or grasping of each other

SURVEY QUESTIONNAIRE 1

DISTANCE

Please specify the mean distance (rounded to the nearest tenths) on the space provided for.

1. When communicating with a superior, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
2. When communicating with a subordinate, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
3. When communicating with an older co-faculty, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
4. When communicating with a younger co-faculty, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
5. When communicating with a male co-faculty, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
6. When communicating with a female co-faculty, what distance do you maintain when discussing the following issues/topics?
_____ i. current national issues
_____ ii. work
_____ iii. personal matters
7. What distance do you maintain when criticizing the work of:
_____ i. junior co-faculty
_____ ii. senior co-faculty
_____ iii. superior
_____ iv. subordinate

8. What distance do you maintain when praising the work of:
- _____ i. junior co-faculty
 - _____ ii. senior co-faculty
 - _____ iii. superior
 - _____ iv. subordinate

SOCIOFUGAL-SOCIOCENTAL DIMENSION

Please write letter of the best answer on the space provided for.

- a. parallel, face-to-face
- b. 45 degrees
- c. 90 degrees
- d. 135 degrees
- e. 180 degrees
- f. 225 degrees
- g. 270 degrees
- h. 315 degrees
- i. parallel, back-to-back

_____ 9. When discussing current events with a male co faculty, what stance do you maintain in relation to him?

_____ 10. When discussing things about work with a male co-faculty, what stance do you maintain in relation to him?

_____ 11. When discussing personal matters with a male co-faculty, what stance do you maintain in relation to him?

_____ 12. When discussing current events with a female co-faculty, what stance do you maintain in relation to her?

_____ 13. When discussing things about work with a female co-faculty, what stance do you maintain in relation to her?

_____ 14. When discussing personal matters with a female co-faculty, what stance do you maintain in relation to him?

Please choose the best answer by placing a check on the space provided for.

KINESTHETIC DIMENSION

15. When communicating with a superior, are there instances when you get into physical contact with him/her?

- _____ i. yes
- _____ ii. no

If yes, what distance do you maintain?

- _____ i. within body contact distance
- _____ ii. w/in touching distance with the forearm extended
- _____ iii. within touching distance with arm extended

_____ iv. within touching distance by reaching

16. When communicating with a subordinate, are there instances when you get _____ into physical contact with him/her?

_____ i. yes

_____ ii. no

If yes, what distance do you maintain?

_____ i. within body contact distance

_____ ii. w/in touching distance with the forearm extended

_____ iii. within touching distance with arm extended

_____ iv. within touching distance by reaching

VISUAL CONTACT

17. When communicating with a superior, how do you characterize the visual contact that you maintain?

_____ i. sharp-focused looking at the other person's eyes

_____ ii. clear-focused looking at the other person's face or head

_____ iii. peripheral - looking at the other person in general but not focused on the head

_____ iv. no visual contact

18. When communicating with a subordinate, how do you characterize the visual contact that you maintain?

_____ i. sharp-focused looking at the other person's eyes

_____ ii. clear-focused looking at the other person's face or head

_____ iii. peripheral - looking at the other person in general but not focused on the head

_____ iv. no visual contact

19. Do you believe that the distance people maintain between themselves are influenced by culture?

_____ i. yes

_____ ii. no

_____ iii. uncertain

20. Do you believe that the maintenance of a certain distance while communicating contributes to the overall message of the communication?

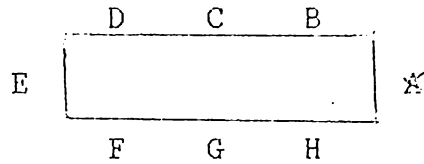
_____ i. yes

_____ ii. no

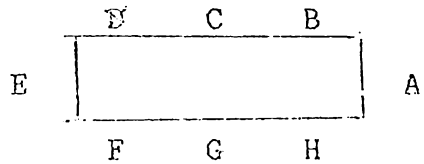
_____ iii. uncertain

SEATING ARRANGEMENTS

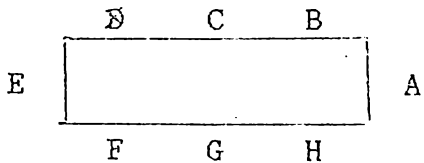
21. Suppose you are attending a meeting and you are to be seated on a rectangular table, the seat marked by X is already occupied by your superior, where will you situate yourself?



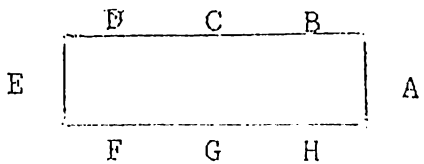
22. Suppose you are attending a meeting and you are to be seated on a rectangular table, the seat marked by X is already occupied by a friend, where will you situate yourself?



23. Suppose you are attending a meeting and you are to be seated on a rectangular table, the seat marked by X is already occupied by someone you had an argument with, where will you situate yourself?



24. Suppose you are seated on the place marked by X, to which person in the group (provided all the seats are filled) are you most likely to interact?



SURVEY QUESTIONNAIRE 2

Please check the item which best describes your choice.

1. The division chairman ...

- is strong, decisive, and firm but fair. He is protective, generous and indulgent to loyal subordinates.
- is impersonal and correct, avoiding the exercise of his authority for his own advantage. He demands from subordinates only that which is required by the formal system.
- is egalitarian and influenceable in matters concerning the task. He uses his authority to obtain the resources needed to get on with the job.
- is concerned and responsive to the personal needs and values of others. He uses his position to provide satisfying and growth stimulating work opportunities for subordinates.

2. The clerk/typist ...

- is compliant, hard-working, and loyal to the interest of his superior.
- is responsible and reliable, meeting the duties and responsibilities of his job and avoiding actions which surprise or embarrass his superior.
- is self-motivated to contribute his best to the task and is open with his ideas and suggestions. He is nevertheless willing to give the lead to others when they show greater expertise or ability.
- is vitally interested in the development of his own potentialities and is open to learning and receiving help. He also respects the needs and values of others and is willing to give help and contribute to their development.

3. People who do well in the division ...

- are shrewd and competitive with a strong drive for power.
- are conscientious and responsible with a strong sense of loyalty to the division.
- are technically competent and effective, with a strong commitment to getting the job done.
- are effective and competent in personal relationships, with a strong commitment to the growth and development of people.

4. The division treats the individual ...

_____ as though his time and energy were at the disposal of
_____ the persons higher in the hierarchy.

_____ as though his time and energy were available through a
_____ contract having rights and responsibilities on both
_____ sides.

_____ as a co-worker who has committed his skills and abili-
_____ ties to the common cause.

_____ as an interesting and worthwhile person in his own
_____ right.

5. The basis of task assignment in the division is ...

_____ the personal needs and judgement of those in authori-
_____ ty.

_____ the formal descriptions of functions and responsibili-
_____ ty in the system.

_____ the resource and expertise requirements of the job to
_____ be done.

_____ the personal wishes and needs for learning and growth
_____ of the faculty member.

6. Work in the division is performed out of ...

_____ hope of reward, fear of punishment, or personal loyal-
_____ ty towards a powerful individual.

_____ respect for contractual obligations backed up by
_____ sanctions and personal loyalty towards the division.

_____ satisfaction in excellence of work and achievement
_____ and/or personal commitment to the task or goal.

_____ enjoyment of the activity for its own sake and concern
_____ and respect for the needs and values of the other
_____ persons involved.

7. People in the division work together ...

_____ when they are required to by higher authority or be-
_____ lieve they can use each other for personal advantage.
_____ when coordination and exchange are specified by the
_____ formal system.

_____ when their joint contribution is needed to progress
_____ the task.

_____ when the collaboration is personally satisfying,
_____ stimulating or challenging.

/pchy
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